

**THE INTEGRATION OF LIFE SKILLS INTO THE GENERAL
SECONDARY SCHOOLS' CURRICULUM OF ETHIOPIA:
PRACTICES AND PERSPECTIVES**

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A PhD Dissertation Submitted to the School of Graduate Studies of
Addis Ababa University, in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in Curriculum Design and
Development

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Addis Ababa University
School of Graduate Studies
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Advisor:
Professor Amare Asgedom

DECLARATION

I hereby declare that the PhD dissertation entitled “The Integration of Life Skills into the General Secondary Schools’ Curriculum of Ethiopia: Practices and Perspectives” submitted to The Department of Curriculum and Teachers Professional Development, Addis Ababa University, Ethiopia, is a PhD work done by me under the esteemed guidance of Professor Amare Asgedom. I declare that this report has not been submitted to any other university or published any time before.

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ACRONYM

AIDS	Acquired Immunity Deficiency Syndrome
CBSE	Central Board of Secondary Education, India
CDICP	Curriculum Development and Implementation Core – Process
CEE	Civics and Ethical Education
CRC	Convention on the Rights of the Child
EFA	Education For All
EGSECE	Ethiopian General Secondary Education Certificate Examination
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FHI	Family Health International
HE	Health Education
HIV	Human Immunodeficiency Virus
ICPS	Interpersonal Cognitive Problem Solving
INTO	Irish National Teachers' Organization
LSBE	Life-Skills Based Education
LSE	Life Skills Education
MoE	Ministry of Education
OECD	The Organization for Economic Co-operation and Development
PAHO	Pan American Health Organization
PISA	Program for International Student Assessment
PLWHA	People Living with HIV/AIDS
STD	Sexually Transmitted Disease
TLS	Targeting Life Skills
UN	United Nations
UNESCO	United Nation Scientific and Cultural Organization
UNGASS	United Nations General Assembly Special Session (on HIV and AIDS)
UNICEF	United Nations Children's Fund
VCT	Voluntary Counseling and Testing
WCEFA	World Conference on Education for All
WHO	World Health Organization

ABSTRACT

This study explores the practices and perspectives of integrating life skills into the general secondary schools curriculum of Ethiopia by taking three subjects as cases. It seeks to interrogate how the general secondary school curriculum integrates life skills, how it develops life skills based education and how the different professionals with their perception and practice have influenced the integration of life skills in the general secondary schools' curriculum of Ethiopia. To achieve the goals, the study used a multi-method research approach within the qualitative research tradition. It used content analysis, case study and phenomenological methods of research. The curriculum materials along with curriculum specialists, teachers and concerned others were used as sources of data. To select appropriate samples from the study population it used purposive and snowball sampling techniques. To collect data from the data sources qualitative content analysis coding sheet, interview, observation check list and field note were used as instruments of data collection. The data collected were analyzed thematically case by case followed by a cross-case analysis while relating it with available literature and my own unavoidable views of the experiences and practices of integrating life skills. It was found that although the aims of education, as stated in the ETP, had significant relation with life skills, many (if not most) of the competences (objectives) in the curricular materials were at the lower level of the cognitive domain, hence, had no significant relation with the development of life skills. In addition, while trying to give emphasis to large amount of subject contents the curricular documents were obscuring life skills. In line with this, it is found that both the curriculum designers and the curriculum implementers claim following constructivism, but work in positivism. Based on this fact, there was no common frame of reference created and there was no common understanding reached among stakeholders regarding what life skills was, the various types of life skills that were to be integrated within the school curriculum, the degree as to how to integrated the life skills and the model to be used in integrating life skills. Owing to this fact, some of the life skills were properly integrated, while others were partially integrated and still others were totally neglected. There was clear disparity among the three cases as to the degree of integration of the different life skills; and yet, many of the stakeholders believe that life skills are associated only with issues of HIV/AIDS. Furthermore, the following were found to be major factors affecting the practices of integrating life skills in the general secondary school curriculum of Ethiopia: stakeholders disparity in the perception, understanding and skills in integrating life skills, stakeholders' lack of attention and commitment, lack of resources and materials, and inappropriate organizational setup of the curriculum designing and developing directorate of the Ministry of Education. Finally it has to be noted that this research has implications to the rethinking of the ways as to how life skills are to be integrated in schools where large numbers of subjects are presented as courses without further addition of an independent subject related with life skills. Furthermore, it paves the way to rethink the possibility of integrating life skills in the school curriculum not only with respect to HIV/AIDS but also with the various aspects of life so as to make the curriculum to be relevant to the life of students and the society. This research will further motivate stakeholders to question the taken-for-granted assumption of focusing on content knowledge. This in-turn demand and urge stakeholders to make a shift of paradigm in both theories and practices in relation to curriculum development processes. Last, but not list, this research encourages researchers to carry out further research in the area.

Keywords: *Constructivism, curriculum designing, curriculum development, curriculum implementation, curriculum integration, curriculum relevance, life skills, positivism, quality education.*

CHAPTER ONE

SETTING THE AGENDA AND FRAMING THE STUDY

1.1 Background of the Study

Today, children, especially in urban areas, live in a very complex environment where the traditional social tie is weakened. They are rather extensively exposed to various channels of communication (such as television, the internet and radio) that may jeopardize their lives when used inappropriately. The electronic media particularly have strong influence on children and adolescents, outweighing the influence of parents and family in many ways (WHO, 2001). Interaction with friends and pressure from peers exacerbate the problem and may negatively influence children's and adolescents' ways of living. Of course, the present parental influence in molding moral and social values and the traditional school curriculum are apparently becoming increasingly incapable of equipping children with the skills needed to face the problems in real life situation. Due to these facts, there is a growing recognition that many children especially adolescents are not sufficiently prepared to deal with the demands and challenges of modern society (ibid).

It is conceivable that schools are expected to organize their curricula in such a way that students acquire necessary qualities and/or skills to effectively and efficiently lead their life and social interaction. This is because the primary purpose of educational institutions and schools is to prepare students to perform in society as active citizens (Vajargah, Abolghasemi and Sabzian, 2009). Of course, challenges and concerns in the 21th century (ex- globalization, population crisis, environmental degradation, IT evolution, vandalism, unemployment, terrorism, migration, etc.) show that schools have a remarkable mission to develop students' life skills – hence, the need for life skills education. It is for this reason that the school and specifically the curriculum is really required to be responsive to the needs of students and the society at large - curriculum relevance.

Life skills education is a process of improving a person's abilities to deal effectively with the demands and challenges of everyday life (WHO 1994, 2001). It is a kind of education and training that covers the skills and competencies that an individual needs for sustaining and enriching life and is also the kind of behavior - based learning that the individual needs for

coping with predictable developmental tasks. It is an important means to promote psycho-social competence among young individuals. It aims at providing students with strategies to make healthy choices that contribute to a meaningful life. Hence, it is a basic learning need for all people (especially for young people); because, it helps the young people to empower themselves in challenging situations.

Thus, young people in school should have the opportunity to be trained and educated in life skills; because, life skills play important roles in the promotion of fitness in their broadest sense, in terms of physical, mental, social well-being, etc. In other words, it can be stated that life skill education plays a very energetic role in increasing the awareness among the youth about all individual and social problems and to alleviate individual and social evils from the society. It helps individuals to improve their decision making and problem solving skills, ability to take everything in the right sense and also improve their contributions to the society. Hence, it promotes mental well-being in young people and equips them to face the realities of life. In short, it can be seen as empowering children and thus enabling them to take more responsibility for their actions and for the wellbeing of the whole society.

At this juncture, it is quite easier to deduce that life skills are strongly related with many, if not, all aspects of life; be it environmental conservation, HIV/AIDS prevention, eradication of harmful traditional practices, family planning, early marriage and teenage pregnancy, unsafe abortion, multiculturalism and democratic life, maintaining peace and justice, fighting terrorism, etc. Owing to this fact, one of the EFA goals states that "... the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs" (UNESCO, 2006: 13). Based on this fact, it can be said that without life skills education is truly void of its significant flavor. In such a case, learning becomes only 'a preparation for future life' than life on its own (Dewey, 1938).

Now the questions to be raised here are: "Do the curriculum documents of the general secondary schools' of Ethiopia integrate life skills? How do schools integrate life skills into their curricula? What should schools do to help students develop their life skills?" It is these striking questions that initiated me to undertake this investigation.

1.2 Rationale and Contributions of the Study

It seems that many countries (especially Africans) are now considering the integration of life skills into the formal educational system as response to the need to reform traditional educational systems so as to make it relevant – relevant education. Supporting this, scholars stated that the life skills approach lends itself well to implementation across cultures and has been integrated into curriculum in various countries (Godfrey, Toumbourou, Rowland, Hemphill, and Munro, 2002; Lloyd, Joyce, Hurry, and Ashton, 2000). This is clearly evident in Uganda, Malawi, South Africa, etc (Ministry of Education and Sports, The Republic of Uganda, 2011; Centre for Social Research, Malawi, 2011; Department of Education, Republic of South Africa, 1997).

For example, in Uganda, life skills education is an integral part of the Primary School and Primary Teacher Education curricula (Ministry of Education and Sports, The Republic of Uganda, 2011). Similarly, the Kingdom of Lesotho, Ministry of Education and Training (2008) states that the curriculum aspects of the nation highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of the society. Life skills education in Malawi's schools is also introduced to enable school going youths to acquire knowledge, values, attitudes and skills that will help them avoid contracting sexually transmitted infections, especially HIV/ AIDS and cope with the challenges of everyday life (Centre for Social Research, Malawi 2011). There is similar practice in South Africa (Department of Education, Republic of South Africa, 1997) and many South East Asian countries like Nepal, Sri Lanka, Bangladesh, Pakistan and India (UNICEF Regional Office for South Asia, 2005).

One of the important measures that need to be taken to reform traditional education is to maintain its relevance. To maintain relevance in education is to make the educational practices responsive for the problems and challenges meeting students and the society. It is to make the educational practices responsive to the present highly diversified and increased knowledge based economic, political, social and etc. life of students and the society at large. Supporting this, Derebssa and his colleagues state that a relevant curriculum is a curriculum that reflects the basic realities of the society in which it functions. It is a curriculum that takes in to account the socio-economic and political realities of the society (Derebssa et. al, 1999). Accordingly, Drake and Burns (2004), state that two popular strategies for increasing relevance in curriculum are to begin with student generated questions and to set the learning in a local context.

Many scholars in Ethiopia agreed that one of the age-old problems of the Ethiopian education has been the irrelevance of the curriculum to the needs and problems of the Ethiopian society (Million, 1955; Mulugeta, 1959; Maaza, 1966; Tekeste, 1990; Derebssa et. al, 1999; Amare, 2009). In view of improving the relevance of the curriculum, varieties of concepts pertinent to the many problems of life such as violence, theft, alcoholism, drug and substance abuse, rape, unwanted pregnancy and abortion, vandalism, student drop-out, etc. are becoming common in Ethiopian schools' curriculums so as to address the various life issues of students. Nonetheless, it is important that these concepts need to be designed and implemented in a way that facilitate students development of life skills.

The aforementioned problems are crippling the ability of school systems to achieve their academic goals. Life skills education, in addition to its wide-ranging applications in primary prevention (of individual and social problems) and the advantages that it can bring for education systems, lays the foundation for learning skills that are in great demand in today's job markets. Hence, modern education urges the integration of life skills and/or life skills education into the existing school curriculum so as to realize the need for maintaining the quest for curriculum relevance and quality education. Despite this fact, the overriding approach of the classroom practice of the Ethiopian formal education was and still is characterized by the long established model of teaching (teachers dominated lecturing) and students' passiveness, obedience and subservience. Supporting this, Amare (2009: 421) states "The most serious problem of our educational system is that acquisition (knowledge) becomes an end in itself—the purpose of learning. Teachers view their role as knowledge dispensers." In the same token, the Curriculum Framework of the country has clearly notified that the curriculum has been criticized for its overcrowded contents, and its emphasis on teachers lecturing and the associated rote learning (MoE, 2010a). Undoubtedly this approach significantly influences the educated population; because most of the teachers and related professionals of the day have received their schooling within a similar context and that they are likely to perpetuate the top-down, rote-based approach to learning. The saying 'teachers teach the way they were taught' suffice here.

This study is about the practices and perspectives of integrating life skills into the general secondary schools' curriculum of Ethiopia. The rationales for undertaking research in this area were threefold. Firstly it is observed that our students are not successful in the academic career

as is expected. That is, our educational practice is not in a position to produce citizens who are able to lead and mobilize the economic and social development of the nation (ገ/ሚኒ፣ 1999). A study by Forum for Social Studies of Addis Ababa University as cited by Telila (2010) has revealed that only about 7.6% of students in 2007 and 3% of the students in 2008 passed the Ethiopian General Secondary Education Certificate Examination (EGSECE). The study also uncovered that in 2008 almost 60% of the students' EGSECE grade was below 25% (ibid).

Secondly, as stated above, the existing curriculum of the country is suffering from lack of relevance. The Curriculum Framework for Ethiopian Education disclosed that the existing curriculum has been “criticized as not being sufficiently relevant to the lives and needs of students” (MoE, 2010a: 12). Thirdly, my personal observation shows that children in Ethiopia are by now suffering from many social, cultural, political, economic, etc. problems. All these realities, for years, were urging me to see the very relation that needs to exist between the school curriculum and life skills and the place of life skills in the Ethiopian school curriculum. That is why I took the opportunity to examine the practices and perspectives of integrating life skills into the general secondary school's curriculum of Ethiopia.

Dealing with the practices and perspectives of integrating life skills into the general school curriculum will help to identify any gap that exist between modern theories and the real practices in integrating life skills into the school curriculum of Ethiopia. This in turn will help to find ways and means to further improve the relevance and quality of the school curriculum.

1.3 The Research Problem

Education can be conceived as a reconstruction of experience, an opportunity to apply previous experiences in new ways. If this notion is accepted, then the learners should be the focal point of the school. Consequently the curriculum, teaching method, school environment, classroom organization and management, etc. should relate to the student's interest, needs and abilities. This type of education leads not only to mere accumulation of knowledge or to the development of skills in a certain profession (professional skills) but also in developing understanding and life skills (one of the most significant aspect of life).

The intent of this study is to examine the practices and perspectives of integrating life skills into the Ethiopian general secondary schools' curriculum. Hence, the study attempts to answer the following research questions:

1. Which life skills are given attention in the general secondary schools' curriculum of Ethiopia and Why?
2. What type of program and/or curriculum integration model is used in designing the Ethiopian general secondary schools' curriculum to promote the development of students' life skills and why?
3. What are the research participants' perception and understanding of life skills and the place of life skills in the general secondary schools' curriculum?
4. What factors affect the integration of life skills in the general secondary schools' curriculum of Ethiopia?

1.4 Focus of the Study

The empirical focus of this research is limited to the curriculum development practices of the general secondary schools' of Ethiopia in relation to the integration of life skills. Although the concept curriculum development encompass curriculum design, curriculum implementation and curriculum evaluation, this study focuses only on the first two; namely on curriculum design and curriculum implementation. This is mainly due to the fact that, curriculum evaluation, as it refers to the collection of information on which judgment might be made about the worth and the effectiveness of a particular program, is seldom carried by the MoE. On the other hand, it is a well-known fact that the practice of evaluation at school level is not uniform among schools in the country; because students' assessment is carried by school teachers in view of setting decisions about students' success or failure of their annual academic performance but not to make judgment about the worth and the effectiveness of the program on life skills. In short lack of consistency in the evaluation practices has made it difficult to include the curriculum evaluation practice as one point of focus of the study.

Furthermore, it would be better if all the textbooks of the subjects of the general secondary schools are included in the samples of the study. However, the focus of the study is only on the textbooks of the following three subjects: English, Biology and Civic and Ethical Education.

This is because the MoE has particularly decided to infuse life skills education into the aforementioned three subjects. That is, it can be said that the rest of the subjects are totally made to be alien to life skills. Hence, recognizing the Ethiopian saying “lame balwalebet kubet lekema (ላም ባልዋለበት ኩባት ለቀማ)” meaning ‘collecting cow dung where there was no cow’, which is of course impossible, my study focuses only on the curriculum materials of the three subjects.

Last but not list, life skills can be both generic and domain specific. Supporting this, Sharma (2003: 171), states “life skills can be innumerable, some specific to certain risk situation and others of a generic nature”. In this research I have given emphasis only to the generic life skills. Of course, only those psychosocial generic life skills that are identified by WHO are given attention in this research.

1.5 Limitations of the Study

The major limitation of this study is the slight mismatch between the instructional objectives (competences) in the syllabi and those in the textbooks. That is, there was some sort of disparity between/among the instructional objectives (competences) listed in the syllabi and those in the textbook. To resolve this problem I have to focus on those listed in the syllabi while at the same time not disregarding those in the textbooks by substituting the ‘appropriate’ (those aligned with life skills) ones with the ‘inappropriate’.

1.6 Organization of the Dissertation

This research report is organized into nine major parts. These nine parts are:

- Setting the agenda and framing the study
- Theoretical and conceptual consideration
- Contexts of the study
- Research design and methodology
- The status of life skills in the general secondary school English curriculum
- The status of life skills in the general secondary school CEE curriculum
- The status of life skills in the general secondary school Biology curriculum
- Cross-case analysis of the status of life skills in the three sampled subjects
- Concluding remark

CHAPTER TWO

THEORETICAL AND CONCEPTUAL CONSIDERATION

2.1 Introduction

In research of this type it is obvious that there are various theories, concepts and ideas that need to be properly defined and clarified so as to create clear understanding of issues and practices. Based on this fact, this chapter presents key ideas, theories and concepts associated with the central theme of the study. These include: life skills, curriculum integration in relation to life skills, theoretical framework of the study and conceptual framework of the study. Let's look each of these points apart:

2.2 Defining and Classifying Life Skills

Varieties of definitions have been forwarded by different scholars and/or organizations regarding life skills (although most, if not, all the definitions have something in common). Danish et al (2004) defines life skills as those skills that enable individuals to succeed in different environments such as school, home and neighborhoods. Similarly, Gould and Carson (2008) define life skills as those internal personal assets, characteristics and skills that can be facilitated or developed in sport and transferred for use in non-sport setting. UNESCO (2012) defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis and covers skills and abilities such as learning to know, learning to do, learning to be and learning to live together (the four pillars of education). Patricia Hendricks who developed the 4H Targeting Life Skills (TLS) model in 1995 defined life skills as skills that help an individual be successful in living a productive and satisfying life (Hendricks, 1998; Hendricks, 1996, as cited in Zabihi and Ketabi (2013)). According to V Murthy life Skills are defined as “psycho-social abilities that enable individuals to translate knowledge, attitude and values regarding all the concerned issues into action” (V Murthy, 2016: 60).

In this research work, I have used the definition put forwarded by WHO. WHO (1999) defines life skills as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Here 'adaptive' means that a person is flexible in approach and is able to adjust in different circumstances. On the other hand, the term 'positive behavior' implies that a person is forward looking and even in difficult situations can identify a

ray of hope and opportunities to find solutions. Therefore, in line with this reality it can be said that life skills are the abilities that help in the promotion of physical, mental and social wellbeing and competence in people (especially young children) that are needed to successfully navigate the challenges of daily personal life, social life and professional life.

The variation in the definition of life skills ultimately results in the variation of the classification of the types of life skills. For example, WHO (1999) identified five basic areas of life skills which were believed to be applicable across cultures. These are (a) decision making and problem solving, (b) creative thinking and critical thinking, (c) communication and interpersonal skills, (d) self-awareness and empathy, and (e) coping with emotions and stress. While adapting the lists by WHO, V Murthy (2016) states that life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, he adds, "... analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents" (p. 57). These are: self-awareness skills, coping with emotions skills, coping with stress skills, effective communication skills, interpersonal relationship skills, empathy, critical thinking skills, creative thinking skills, decision making skills, and problem solving skills.

On the other hand, Danish, et al (2004) identify the following four types of life skills as they can be behavioral (communicating effectively with peers and adults) or cognitive (making effective decisions); interpersonal (being assertive) or intrapersonal (setting goals). Furthermore, Gould and Carson (2008) identify the following as sport-based life skills: goal setting, emotional control, self-esteem, and hard work ethic.

Hendricks (1998) categorizes life skills on the basis of the four H's representing Head, Heart, Hands and Health. Two general categories of skills are included under each of the four headings. Each of the two general categories (in each of the four headings) is further classified into specific skills that lead to mastery in the four categories and eight sub-categories of the 4-H Targeting Life Skills (TLS) model. The chart below lists the specific skills that lead to mastery in the four categories and eight subcategories of the 4-H TLS Model.

HEAD	HEART	HANDS	HEALTH
Thinking ↻ Learning to learn ↻ Decision-making ↻ Problem solving ↻ Critical thinking ↻ Service learning	Relating ↻ Communications ↻ Cooperation ↻ Social Skills ↻ Conflict resolution ↻ Accepting differences	Giving ↻ Community Service volunteering ↻ Leadership ↻ Responsible ↻ Contribution to group	Living ↻ Healthy life-style choices ↻ Stress Management ↻ Disease Prevention ↻ Personal Safety
Managing ↻ Goal setting ↻ Planning/organizing ↻ Wise use of resources ↻ Keeping Records ↻ Resiliency	Caring ↻ Concern for others ↻ Empathy ↻ Sharing ↻ Nurturing relationships	Working ↻ Marketable/ useful skills ↻ Teamwork ↻ Self-motivation	Being ↻ Self Esteem ↻ Self-responsibility ↻ Character ↻ Managing feelings ↻ Self-discipline

Figure 1 Life Skills Classified in Accordance with the 4H Targeting Life Skills Model

In this research I adapted the classification of life skills followed by WHO and that of V Murthy (2016). Accordingly, the ten core life skills are briefly described below:

2.2.1 Self-Awareness and Self Esteem Skills

Self-awareness is defined as the ability to recognize once own personality, once own strengths and weaknesses, desires, likes and dislikes, etc (CBSE, 2013; Kiani, Iftikhar and Ahmed, 2016). It is the capacity for introspection where one deeply understands his/her personal thoughts, emotions, and behavior as well as how these affect oneself and everyone else around. It is the ability to develop knowledge of oneself as a unique individual and to relate this knowledge to the presently diversified and ever changing nature of the world. It is the clarity with which one can answer the questions: Who am I? Where have I been? Where am I going? Answering these questions will determine individual's capability to chart his/her own destiny and realize his/her own potential.

The better one understands himself/herself, the better he/she is able to accept or change who he/she is and the more likely he/she becomes assertive. Being in the dark about the self means that the individual will continue to get caught up in his/her own internal struggles and allow outside forces to frame and shape him/her. Furthermore, developing self-awareness can help one recognizes when he/she is stressed or under pressure (ibid). It is often a prerequisite to effective

communication and interpersonal relations, as well as for developing empathy with others (WHO, 1994).

Self-awareness leads to self-concept. A positive self-concept is related to high self-esteem, or the confidence one feels about himself/herself (Kelly-Plate and Eubanks, 2010). Self-esteem is defined as the way people evaluate their various abilities and attributes (Patterson, 2007 as cited in Level, 2015). It is the way an individual perceives him/herself. According to the Irish National Teachers' Organization (to be written as INTO hereafter) self-esteem enriches all aspects of life by facilitating people to have positive feelings about themselves, to have increased personal output and satisfactory interpersonal relationships (INTO, 1995).

Individuals who have positive feelings about themselves are more capable of defining goals and objectives, identifying strengths and dealing with disappointments. They are also more willing to accept responsibility; they view mistakes as essential to the process of growth and development and are personally motivated. They partake freely in collaborative action and have more positive social relationships (ibid). Both self-awareness and self-esteem are greatly inter-related with one another and they are highly interwoven. They are among the ten core life skills that were required to be integrated within the school curriculum.

2.2.2 Assertiveness and Resisting Negative Peer Pressure Skills

According to Kelly-Plate and Eubanks (2010), assertiveness is standing up for oneself and one's beliefs in firm but positive way. It is the ability to represent to the world what an individual really is, to express what she/he feels, and when she/he feels it necessary. It is the ability to express one's own opinions, feelings, ideas, and needs openly, in a way that is true to who the individual is and respectful of others. It is the ability to express one's own feelings and rights, while respecting the feelings and rights of others (CBSE, 2013). In short, assertiveness is the ability to express one's thoughts and feelings, and to put forth one's opinions – even if contradicting – in such a way that they clearly state one's point of view while respecting the feelings and opinions of others.

Assertive people do not bully others, but they do not give in either. They state their opinions and respectfully listen to other people's opinions. When opinions differ, they try to reach an agreement that works for everyone (Kelly-Plate and Eubanks, 2010). Therefore, those who have

mastered assertiveness are able to reduce interpersonal conflicts in their lives, thus removing a major source of stress for many of us (Pipas and Jaradat, 2010). Hence, assertiveness is a healthy and honest form of communication that can eliminate the stress associated with holding things inside and consequently resolving problems associated with interpersonal relation. When you are assertive you have more control over your life. You also make it less likely that other people will take advantage of you. On the other hand, failing to be assertive can make an individual feel uneasy in social situations, resentful towards others, and can also lead to stress-related physical symptoms such as headaches, anxiety, and fatigue. Unhealthy alternatives to assertive behaviors are passivity and aggression.

Peer pressure, on the other hand, is the perceived influence from your peers (someone in your own age group) that might push you to act in a particular way. It is the influence to go along with the beliefs and actions of one's peers. It encourages an individual to change his/her attitudes, values and behavior in order to conform to the peer's or peer-group's norms (CBSE, 2013). It can be positive or negative. Peer pressure may be positive when it inspires a person to do something worthwhile. In such a case, it uses encouraging words and expressions. Hence, friends might use positive peer pressure to encourage you to take healthy actions.

Sometimes peers can pressure each other to do things that are unhealthy, irresponsible or dangerous or life threatening. This kind of peer pressure is called negative peer pressure. According to Kelly-Plate and Eubanks (2010), negative peer pressure is what you feel when your peers try to persuade you to do something you do not feel is right, or something that has negative consequences. In such a case, some peers may try to persuade you to do something to hurt others or to do something unhealthy, dangerous, or illegal, such as use tobacco, alcohol, or other drugs. They may urge you to try something you feel you are not ready for or that goes against your better judgment. It is these kinds of peer pressure that anyone (faced with) needs to resist. This demands the development of life skills called resisting negative peer pressure which is strongly related with the skill of assertiveness.

It is worth mentioning that peer pressure can be spoken (obvious) or unspoken (subtle). Spoken peer pressure (direct peer pressure) is when a person asks you directly to do something, or says things to you that push you toward certain choice. That is, your peers try to convince you to do something that you would not normally do. It is direct and easy to identify, and often easier to

resist. On the other hand, unspoken peer pressure (indirect peer pressure) is when nothing is actually said to you, but because you see others doing something and you feel pressured to do the same. That is, you feel a need to act in a certain way because “everyone else does”. This is much more common than spoken peer pressure. It can include anything from wearing a particular style of clothing to trying drugs or alcohol. Unlike spoken peer pressure, it can be hard to notice unspoken peer pressure in school or at work, making it more difficult to ignore.

Both assertiveness and resisting negative peer pressure are strongly interrelated. When an individual is assertive she/he is less likely to be negatively pressured by peers. Assertiveness and resisting negative peer pressure while being interwoven are among the ten core life skills that are required to be integrated within the school curriculum.

2.2.3 Coping with Emotions and Stress Skills

According to de Sousa (2014), emotion is conceived as responses to certain sorts of events of concern to a subject, triggering bodily changes and typically motivating characteristic behavior. Thus, coping with emotions means recognizing emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately (CBSE, 2013). Intense emotions like anger or sadness can have negative effects on our health if we don't respond to them appropriately (ibid). On the other hand, coping with stress means recognizing the sources of stress in our lives, recognizing how they affect us, and how we act in a way that helps us control our levels of stress by changing our environment or lifestyle, and learning how to relax (WHO, 1994; CBSE, 2013).

When comparing coping with emotion and emotion regulation, coping exclusively refers to responses to stress (Compas et al., 2013). Therefore, according to Compas et al. (2001), coping is defined more comprehensively as ‘conscious volitional efforts to regulate emotion, cognition, behavior, physiology, and the environment in response to stressful events or circumstances’. In line with this definition, the term coping is used here to describe how people respond to stressful events and manage the emotions caused by these events.

Children and adults use various coping strategies depending on the stressful event they are facing. For example, some coping strategies work toward managing a stressful situation directly, others aim to help an individual manage the emotions associated with the stressor, and still others

serve to helpfully distract an individual from the situation at hand. In other words, depending on the situation, it may be helpful for children to use problem-solving skills to address the problem directly, to use relaxation techniques to manage their emotions, or to engage in an activity that might distract them from the stressful situation. In addition to learning how to cope with stressful situations, it is also important for children to engage in activities that buffer them against the effects of unavoidable stress (like the death of a beloved one). Thus, as a generic life skill, the skill of coping with emotion and stress have to be integrated in the general secondary schools' curriculum of Ethiopia if the curriculum is to be responsive to the needs of students and the society.

2.2.4 Effective Communication Skill

It is known that communication is a vital part of our daily routines. Supporting this idea, Ramaraju and Dhanavel (2013), state that interpersonal communication skills are a key to a well-developed civil society and, they can best be achieved through education. We sit in school and/or classrooms and listen to students and teachers. We read books and magazines. We talk to friends, watch television, listen to radio and communicate over the internet. In this case, effective communication refers to the ability to express ourselves, both verbally and non-verbally, to the level of creating common meaning among each other in ways that are appropriate to our cultures and situations (CBSE, 2013). Based on this fact, effective communication is much more than being able to talk; it is also the ability to listen and understand others, to “read” and interpret body language and to know the best ways to get our points across. That is, it occurs only if the receiver understands the exact information or idea that the sender intended to transmit.

Many of the problems that occur between individuals, among peers, in an organization, etc. are either the direct result of the people failing to communicate and/or processes, which leads to confusion; and hence, such failures can cause good plans to fail. Thus, effective communication might involve negotiation (to deal or bargain with another person so as to achieve a win-win solution) and conflict resolution (the process of settling a conflict through cooperation and problem solving) (Chebet, Rotich and Kurgat, 2015). Therefore, being able to communicate with others is one of the best life skills a person can and should develop. Someone who can effectively communicate thoughts, ideas, and feelings is better equipped for success both on the job and in personal relationships. Due to this fact, schools are required to help students develop

their effective communication skill. To this end, schools need to integrate the skill of effective communication (side by side with the interrelated skills of negotiation and conflict resolution) in their curriculum.

2.2.5 Interpersonal Relationship Skills

Interpersonal relationship skill refers to the ability to relate in positive ways with people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being (CBSE, 2013). It may mean maintaining good relations with family members who are the most important source of social support. It may also mean an ability to end relationships constructively (WHO, 1994; CBSE, 2013). It includes the ability to be sensitive to the feeling, emotions, needs, etc. of others; the ability to be tolerant to the feelings and views of others; the ability to see the positive aspects in others and appreciate them; the ability to accept others as they are; the ability to show behavior that is appropriate to different social situations; the ability to create health distance with others; the ability to interact freely without being governed by preconceived notion; the ability to care for and forgive others; and the ability to share and work with others. Therefore, this skill is greatly associated with other important life skills such as effective communication, negotiation, conflict resolution, etc.

Interpersonal relationship skill has profound influence on individuals' emotional, psychological, social, professional, etc. life. According to Martin (2014), positive interpersonal relationships have been proposed as a buffer against stress and risk, instrumental help for tasks, emotional support in daily life, companionship in shared activities, and a basis for social and emotional development. This implies that, interpersonal relationship skill is one of the important skills that students need to develop. In other words, schools are required to help students develop their interpersonal relationship skill. To this end, schools need to integrate the skill of interpersonal relationship in their curriculum.

2.2.6 Empathy and Sympathy Skills

Empathy is the "capacity" to share and understand another's "state of mind" or emotion. It is often characterized as the ability to "put oneself into another's shoes", or in some way experience the outlook or emotions of another being within oneself (Cuff, and et al, 2014). It is the ability to imagine what life is like for another person. In other words, it is the capacity to recognize and, to some extent, share feelings that are being experienced by another sentient

being. To empathize is to respond to another's perceived emotional state by experiencing feelings of a similar sort. In other words, an empathetic person truly understands the depth of another person's feelings as he/she tries to recognize the feelings being experienced by the other person (CBSE, 2013). Thus, empathy is required to develop a successful relationship with our loved ones and society at large. It helps us to accept others who may be very different from ourselves. It can also encourage nurturing positive behavior towards people in need of care and assistance, as is the case with AIDS sufferers, or people with mental disorders or others who may be stigmatized and ostracized by the very people they depend upon for support (WHO, 1994). According to Kelly-Plate and Eubanks (2010), when you show empathy for others, they are more likely to show empathy for you. This creates feelings of mutual respect.

Sympathy, on the other hand, is a social affinity in which one person stands with another person, closely understanding his or her feelings. Sympathy not only includes empathizing, but also entails having a positive regard or a non-fleeting concern for the other person. It is usually making known one's understanding of another's unhappiness or suffering, especially in relation to grief. It can also refer to being aware of other people's emotions. This implies that, both empathy and sympathy are strongly related and interwoven; because without empathy there is no sympathy. An easy way to distinguish between empathy and sympathy is that, empathy is about feelings and sympathy is about actions (CBSE, 2013). As types of the generic life skill these skills have to be integrated within the school curriculum.

2.2.7 Critical Thinking Skills

In a world filled with conflicting and complex decisions, it is important that individuals develop intellectual skills that allow them to reason through tasks with meaningful thought. This is realized using critical thinking as a tool. Critical thinking is a basic function of human intelligence, primarily necessary to distinguish truth from falsehood. It helps us to choose the right course of action in every sphere of life. Lyutykh (2009) states that through use of critical thinking skills, people can better understand the structures involved in systematic thinking which improve the quality of problem-solving in any subject or area of life. In the case of students, critical thinking leads them to important decisions in their daily life and affects their growth process in school and work.

The term critical thinking describes the deliberate thinking that helps students to decide on what to believe and how to act. It helps students examine a problem or issue from many angles and

arrive at the best possible solution. Scriven (1996) defined it as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. It includes making wise or informed judgments based on prior knowledge, producing reasoned or logical critiques, consideration of options and then deciding what to do. It is the ability to analyze information and experiences in an objective manner. Thus, critical thinking can contribute to a well-balanced way of life by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure, the media, etc. (WHO, 1994; CBSE, 2013).

Cottrell (2005) states that critical thinking is not about natural traits or personality; it is about a certain set of methods aimed at exploring evidence in a particular way. Thus, as a skill it is learned. Supporting this idea, Watson and Glaser (2006), states that critical thinking is a learned skill that requires practice and instruction. Therefore, schools have a remarkable responsibility in helping children develop the skill of critical thinking. In the word of Van Gelder (2005), almost everyone agrees that one of the main goals of education, at whatever level, is to help students develop general thinking skills, especially critical thinking skills.

According to Mason & Washington (1991), critical thinking is an important skill, which should be applied to all aspects of learning. Supporting this, Spratt (2005) in Sheir (2014) states that students need to be able to think critically about the resources and information they use in their studies; they need to be critical when reading the work of others; their writing needs to show they have the ability to weigh up different arguments and perspectives and can express their own opinions based on sound judgments. Furthermore, Damer (2005) in Sheir (2014) posits that critical thinking can be used to make value deductions against the information provided. Based on the aforementioned facts, the general secondary school curriculum of Ethiopia needs to integrate this important life skill.

2.2.8 Creative Thinking Skills

Creative thinking is a novel way of seeing or doing things that is characteristic of four components: fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on others' ideas) (WHO, 1994; CBSE, 2013). Similarly, the Department for Children, Schools and Families (2008) of UK defines

creative thinking in four conceptions: as it is finding a new application of existing knowledge and understanding; as it is about linking existing ideas together to form a new idea; as it happens when you come up with something no-one else has ever thought about; and as it is being inventive, expressive and showing imagination as well as routine skills. It is generally considered to be involved with the creation or generation of ideas, processes, experiences or objects. Thus, creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition.

According to Oral (2006), as cited in Shaheen (2010), integration of creative thinking skills in education, in developing countries, is a crucial need for shaping their future orientations and actualizing reforms in political, economic and cultural areas. Based on this fact, it is significant, if not, indispensable for countries to integrate creative thinking skill within the school curricula so as to direct their future to the better. Supporting this idea, the Department for Children, Schools and Families (2008) of UK, states that helping pupils improve the skill of creative thinking cannot be a 'bolt-on' activity but should permeate each lesson. Thus, teachers should structure activities that are built on pupils' abilities, interests and experiences. Owing to the aforementioned fact, the Ethiopian general secondary school curriculum has to integrate the skill of creative thinking as one of the core life skills.

2.2.9 Decision Making Skills

Decision-making can be defined as a process of making choices among possible alternatives (Kelly-Plate and Eubanks, 2010). It is a process carried out by each of us many times a day. Some decisions can involve life-threatening or life-changing choices, such as a decision to drink, smoke and drive. Other decisions are more routines such as the decision of what to play or what to eat for lunch. This implies that, the ability to make effective and functional decisions is an instrumental part of everyone's life. According to WHO (1994), decision making helps us to deal constructively with decisions about our lives. It can teach people how to actively make decisions about their actions in relation to a healthy assessment of different options and, what effects these different decisions are likely to have (CBSE, 2013).

The ability to make good decisions and weigh the possible choices is especially important during adolescence; because, it is a time when decisions can have long-term consequences regarding career, marriage and parenthood, school involvement, risk behaviors, etc. Unfortunately, many people especially adolescents, often lack the requisite skills needed to make accurate, effective, and self-beneficial decisions and they often perceive a lack of choices when making decisions. Based on this fact, schools have determinant role to play in teaching and/or helping students develop decision making skill. In line with this reality, the Ethiopian general secondary schools' curriculum must integrate this important life skill.

2.2.10 Problem Solving Skills

Problem solving skill is simply defined as a process of using thinking skills to suggest a solution to a problem (Kelly-Plate and Eubanks, 2010). The Organization for Economic Co-operation and Development (OECD) defines problem solving in a comprehensive way as a process of confronting problem situations by understanding information that is given, identifying critical features and any relationships in a situation, constructing or applying one or more external representations, resolving ensuing questions and, finally, evaluating, justifying and communicating results as a means to further understanding the situation (OECD, 2004).

Thus, problem solving represents a complex mental activity consisting of a variety of cognitive skills and actions. Of course, it includes higher order thinking skills such as visualization, association, abstraction, comprehension, manipulation, reasoning, analysis, synthesis, generalization—each needing to be 'managed' and 'coordinated' (Garofalo and Lester, 1985). According to WHO (1997), problem solving helps us to deal constructively with problems in our lives. Despite this fact, it should be noted that significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain (CBSE, 2013). In other words, problem solving is widely seen as providing an essential basis for future learning, for effectively participating in society, and for conducting personal activities.

It is known that problem solving is a basic skill needed by everyone of us. We solve problems and make decisions every day; all at home, at work, in the market place, at play, etc. Some problems and decisions are very challenging and require a lot of thought, emotion and research. By their very nature, problems are not “obstacles” to goals, as is perceived conventionally. Rather, they are “opportunities” if we use an organized approach to problem solving and decision-making. Hence,

in the words of Foshay and Kirkley (2003), educators and trainers are revising curricula to include integrated learning environments which encourage learners to use higher order thinking skills, and in particular, problem solving skills. Accordingly, OECD sees problem solving as a central part of education across the curriculum (OECD, 2004). Therefore, the Ethiopian educational system has to integrate the learning of such important skills in its curricula.

The development of problem solving skill in students requires the provision of problem situations and asking students to systematic tackling of them. Supporting this, Foshay and Kirkley (2003), state that when teaching problem solving, authentic problems in realistic contexts are essential. In such a case, learners learn to solve these problems, and only after having done so will they be able to see the similarities of strategy across different contexts. Thus, problem solving is a situational and context-bound process that depends on the deep structures of knowledge and experience (Palumbo, 1990).

There are general procedures used as strategy for solving problems. When students follow this general strategy (the steps in it) while trying to solve a problem it will help the students to develop the scientific way of solving problems. Foshay and Kirkley (2003) identify the following strategy (steps) of problem solving as set in Bransford's IDEAL model:

1. Identify the problem
2. Define the problem through thinking about it and sorting out the relevant information
3. Explore solutions through looking at alternatives, brainstorming, and checking out different points of view
4. Act on the strategies
5. Look back and evaluate the effects of your activity

Put in another way, WHO (1994) described problem solving as a series of steps to go through, such as:

1. define the problem;
2. think of all the different kinds of solutions to the problem;
3. weigh up the advantages and disadvantages of each;
4. chose the most appropriate solution and plan how to realize it.

As stated above, in order to say that a curriculum material has integrated the skill of problem solving as an integral part of the learning content, it has to incorporate authentic problem to be solved by the students using the procedures mentioned above.

2.3 Curriculum Integration in Relation to Life Skills

Curriculum integration is simply about making connection or creating link among the various elements of the curriculum. Here the question to be raised is what is to be connected? In this regard, Ingram (1979) has identified two types of integrations: structural integration (the integration of contents of the same or different subject disciplines) and functional integration (the integration of subject contents with the real life of the students and the various problems and issues of the society).

From the theoretical perspective, life skills education is much more related to the second form of (functional) integration, because life skills based education (LSBE) by its very nature is associated with the life issues of the individual student and the society in view of developing skills that can help students live a healthy, successful and happy life, respond to life's needs and meet the daily demands and challenges of their lives. Miller and Drake in Mustafa, J. (2011) and Bean (1997) state that the most common definition of integration is tended to be connecting the teaching to real life and it connects similar or disparate knowledge and skills based on knowledge application which prepare students for lifelong learning. Therefore, the integrated curriculum creates situation for students in which they can understand the important concepts through application in different settings (Conroy and Walker, 2000). It improves students' engagement in active learning, drives the students' attention towards the relevance of the materials they are studying.

The integration of life skills into the school curriculum can be realized in any of the following three different types of programs: as a co-curricular program, as an independent subject or as topics and practices within each subject discipline. Supporting this, WHO (1994), states that the place of life skills teaching in the school curriculum can vary greatly from teaching life skills within the teaching of academic subjects, through teaching life skills in the context of various educational initiatives (as a subject, such as HIV/AIDS education, peace education, etc.), to teaching life skills as part of co-curricular activity. In the same token, Munsu and Guha (2014:

98) in their study of the status of life skills education in South Asian countries state as “some has considered life skills based education as co-curricular activities, some kept those in core curriculum as stand-alone and others have considered these as integral part of curriculum”.

The selection of either of the aforementioned ways and the associated practice of developing life skills based education is greatly influenced by the understanding and perspectives developed by the stakeholders in charge of developing the school curriculum. That is, the development of a life skills based curriculum is determined by the understanding of the stakeholders about life skills, life skills based education and the possible ways or models of integrating life skills. Hence, dealing with the perception and understanding of stakeholders is an important point to the understanding of the practices of integrating life skills into the school curriculum.

2.4 Theoretical Framework of the Study

Several theories are relevant for the discussion of life skills and life skills based education. These include behaviorism, cognitivism, constructivism, humanism, social learning theory, problem-behavior theory, social cognitive theory, outcomes-based learning, child development theories, theory of multiple intelligence, social influence theory, theory of cognitive problem solving, resilience and risk theory, theory of reasoned action (WHO, 1999). From among these theories the following five theories are found to be most important (Subasree and R Nair, 2014): Social Cognitive Theory, Problem-Behavior Theory, Social Influence Theory, Cognitive Problem Solving, and the Theory of Multiple Intelligence. While there is conceptual overlap among these theories, there is also some significant divergence in perspectives (UNICEF, 2012). Below I have presented the analysis of the aforementioned five theories and another one (constructivism) that I believe are very important in describing the theoretical framework of my study:

2.4.1 Social Cognitive Theory

This theory is largely based upon the work of Albert Bandura that gained its platform from the Social Learning Theory of Miller and Dollard (Subasree and R Nair, 2014). Bandura believes that children learn to behave through both instruction and observation (Bandura, 1977). Thus, Bozack (2011) stated that social cognitive theory is grounded in the belief that humans are unique in their ability to symbolize experiences, to develop forethought about consequences for their actions, to learn vicariously through the actions of others, to be able to change their

behaviors through self-regulation, and to self-reflect. In the same token, Olson and Hergenhahn (2009) state that social cognitive theory describes humans as dynamic, information-processing, problem-solving, and above all, social organisms.

According to Pan American Health Organization (PAHO) Social Cognitive Theory had two profound influences on the development of life skills. One was the necessity of providing children with methods or skills for coping with internal aspects of their social lives, including stress reduction, self-control, and decision-making. The second was that, to be effective, life skills programs need to replicate the natural processes by which children learn behavior (PAHO, 2001). According to WHO (1994), Bandura's Social Cognitive Theory clearly indicates that the methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. In short, in Social Cognitive Theory, learning is considered to be an active acquisition, processing and structuring of experiences (ibid). Thus, most life skills programs include observation, role-play, and peer education components in addition to (or more important than) pure instruction (lecturing).

2.4.2 Problem-Behavior Theory

Developed by Richard Jessor, this theory recognizes that adolescent behavior (including risk behaviors) cannot be reduced to a single source, but is the product of complex interactions (PAHO, 2001). It focuses on three areas: the personality system, the perceived environmental system, and the behavioral system (Jessor, Donovan and Costa, 1991). Accordingly, the personality system includes values, expectations, beliefs, attitudes, and orientations toward self and orientations towards self and society. The perceived environmental system consists of parental and societal (including friends) expectation and perceptions toward behaviors. The behavioral system comprises socially acceptable and unacceptable behaviors. Within this interactive system some variables act as controls and some variable trigger problem behaviors and hence, are called as instigators (ibid). According to Subasree and R Nair this theoretical framework is situated within the traditional approaches and its utility in life skills education is limited to working with special population or populations presenting non adaptive behaviors (Subasree and R Nair, 2014).

In sum, this theory has its own implications for life skills education in the following ways:

- Behaviors are influenced by an individual's values, beliefs, and attitudes and by the perceptions of friends and family about these behaviors.
- Skills in critical thinking, effective communication, and negotiation are important aspects of life skills. Hence, they are important part of the learning process.
- Many health and social issues, and their underlying factors, are linked. Hence, interventions on one issue can be linked to and benefit another.
- Interventions need to address personal, environmental, and behavioral systems together.

2.4.3 Social Influence Theory

Social influence is defined as change in an individual's thoughts, feelings, attitudes, or behaviors that results from interaction with another individual or a group. Thus, the social influence theory recognizes that children and adolescents will come under pressure to engage in risk behaviors, such as alcohol and tobacco use, unsafe sexual practice, fundamentalism, etc. Supporting this, the PAHO (2001), states that this approach is now usually referred to as "peer resistance education," and is used in a broad range of curricula to prevent the use of tobacco, alcohol, and other drugs, as well as high-risk sexual activity. Based on this fact, social influence programs anticipate the pressures from peers, family, the media, etc. and teach children about both the pressures and ways to resist them before they are exposed (much like vaccination builds resistance to diseases before children are exposed to those diseases in the environment) (PAHO, 2001). Therefore, the key task for a life skill intervention within this theoretical framework is to prevent the maladaptive social influences (Subasree and R Nair, 2014).

The key contribution of this approach is in anticipating such influences and teaching children and adolescent ways and means to resist social influences that engender risk behaviors. The programs focused on the problems mentioned so far are for a specific sample, with specific objectives and relate to life skills in as much as the life skills are related to assertiveness, social skills and peer resistance, self-esteem and communication skills (ibid). They include knowledge, attitude and practices relating to these specific skills, target population and training objectives.

2.4.4 Cognitive Problem Solving

This competence-building model of primary prevention theorizes that teaching interpersonal cognitive problem solving (to be called ICPS here after) skills to children at a young age can reduce and prevent negative inhibited and impulsive behaviors (PAHO, 2001; Mangrulkar et al,

2003 in Subasree and R Nair, 2014). Research shows differing levels of interpersonal thinking skills in children displaying enhanced positive social behaviors versus children displaying early high-risk behaviors (including antisocial behaviors, inability to cope with frustration, and poor peer relations) right from the preschool and early school years (Subasree and R Nair, 2014).

Cognitive problem solving theory implies teaching cognitive strategies to resolve interpersonal problems and improve interpersonal skills. In this case, the defining skills focus firstly, on the ability to generate alternative solutions to an interpersonal problem and secondly, on the ability to conceptualize the consequences of different behaviors (PAHO, 2001). The assumption of this theoretical approach is that training in the early years reduces the risk behaviors consequently reducing the possibility of a negative outcome. This theory uses methodologies like visualizing alternatives, storytelling, role plays, solving hypothetical dilemmas, thinking aloud, providing performance feedback, etc.

Research done with preschool and kindergarten children found that those receiving the ICPS training became better able to cope with typical everyday problems than those who did not. By learning to consider more solutions and consequences, they became better able to cope with frustration, better able to wait, and less overemotional and aggressive when goals could not be satisfied immediately (Shure and Spivack, 1980 in PAHO, 2001). Thus, problem-solving, especially as applied to social or interpersonal situations and starting early in life, is a critical part of life skills programs (PAHO, 2001).

2.4.5 Theory of Multiple Intelligence

This theory is formulated by Howard Gardner. He proposed the existence of eight human intelligences, although in a person one or two kinds may predominate, that take into account the wide variety of human thinking capacities (Gardner, 1993). These include linguistic, logical/mathematical, musical, spatial, bodily/kinesthetic, naturalist, interpersonal and intrapersonal intelligences. This theory postulates that all human beings are born with the eight intelligences, but they are developed to a different degree in each person and that in developing skills or solving problems, individuals use their intelligences in different ways (PAHO, 2001).

The theory of multiple intelligences has important implications for educational systems, and for incorporating a life skills approach to promotion and prevention (ibid). This is based on the facts

that firstly, intelligence, defined as "bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (Gardner and Moran, 2006), is by its very nature either directly or indirectly related with life skills. Secondly, recognizing the existence of varieties of intelligences implies that teachers should teach to this broader range of skills. Thirdly, a variety of classroom instruction methods are needed to engage the different learning styles of the students. This implies the use of participatory, active learning methods that stimulate the use of musical, spatial, naturalist and other intelligences, and allows children and young people to engage different intelligences simultaneously (PAHO, 2001).

2.4.6 Constructivism

At the outset it is important to note the fact that constructivism takes cognizant of the explanation given by the aforementioned theories and it has strong attachment to curriculum development and instruction. Therefore, now let's look at constructivism as a theoretical base of life skills and life skills based education.

Constructivism that emerged as a response to the limitations and criticism behind the transmissive approach (the contrasting paradigm to constructivism – positivism) to teaching learning, believes that a child's cognitive development is a collaborative process, developed through interactions with other peoples and the environment. According to Taber (2011) a key concept in constructivism is the way in which new learning is contingent on the feature of the learner, the learning context and the teaching. Thus, the individual is not the center of knowledge-making but rather gets his or her learning and understanding through social interaction. In other words, constructivism assumes that knowledge is produced or made meaningful through interaction between the learner and the world (the social and natural world) around him/her (Leu, 2000; Leu, 2001). In the same token Vygotsky, a social constructivist, argues that "Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and with his peers" (Vygotsky, 1978). Hence separating the individual from the influence of his/her environment (both social and natural) is thought to be impossible and learning itself is viewed as culturally and contextually specific.

Note that, the interaction with the natural and social environment leads to interpretation and understanding, not just memorization. Such kinds of practices are associated with the practices of analyzing, interpreting, predicting, evaluating and synthesizing. Analyzing, interpreting, predicting, evaluating and synthesizing are mental activities that require students to make connections, delve deeply into texts and contexts, and create new understandings (Brooks and Brooks, 1993). Brooks and Brooks further state that, construction of understanding of the world we live in is key if we are going to make sense of new experiences and relate them to previous learning (ibid). Supporting this Cooper (2007) states that the creation of knowledge from experience and use of that knowledge to support new learning represent fundamental principles of any constructivist instructional model. Hence it is this form of practice that is termed by John Holt (1969) as “true learning”.

True learning as defined by Holt is learning that is permanent and useful, that leads to intelligent action and further learning that arises only out of the experience, interests, and concerns of the learner (ibid). This type of learning, learning that leads to understanding and intelligent action, can and should exist in the formal school system if the formal education is to serve its intended purpose. Supporting this El-Moamly, (2010) states that learning should closely relate to understanding and solving real-life problems. This will lead to deeper, more applicable learning, and solidly retained, easily recalled knowledge.

According to the constructivist view, the world is not seen as being made up primarily of fixed facts. Instead, all knowledge is seen as being rather unstable and depends on the interpretation of the learner or the observer. Thus Kliebard (1993) says, “Let’s not look for rules, but for certain key ideas that can apply to a given situation.” Although some facts are seen as being relatively fixed or stable, the instructional emphasis is on using those facts in a creative, analytical or critical way rather than just absorbing them for the purpose of repetition. When we analyze and interpret, we also produce or construct knowledge or new ways of looking at the world. Therefore, it can be said that knowledge is constructed inside people’s mind; it is neither outside (real) nor inside (mental) but both (like the water in the jug, and the jug in the ocean) (Wilson, 1994).

According to Cooper (2007), the basic principle of constructivism is characterized by the use of prior knowledge for new learning, active involvement in the learning process through problem

solving, and knowledge which is constantly changing. Education on this view is, thus, a process of growth or development. Hence, it must start from within rather than being imposed from without (Blenkin and Kelly, 1981). This implies that, education is something a person gets for himself, not that which someone else gives or does to him (Holt, 1969). Therefore, according to this notion, the child is the focal point in the educative process; she/he is the starting-point, the center, and the end (Dewey, 1968). Thus, to the growth of the child all studies are subservient; they are instruments valued as they serve the needs of growth. Shortly, it can be said that, the child is the agent in his/her own learning (Thomas, 1990).

Therefore, it is the child not the subject matter that determines both the quality and quantity of learning. Subject matter is but spiritual food, possible nutritive material. It cannot digest itself; it cannot of its own occurred turn into bone and muscle and blood (Dewey, 1968). Hence, knowledge and skills learned in the classrooms will transfer to other situations in the real life practice. That is why, providing the students with the opportunities to practice and apply what she/he has been learned theoretically in other real-world situations is essential for effective learning experience. In other words, followers of constructivism recommend the use of experience, inquiry and the environment as resource of learning, based on the child's stage of cognitive development needs and interests (Salia-Bao, 1989). Bruner (1960) says:

What is most important for teaching basic concept is that the child be helped to pass progressively from concrete thinking to the utilization of more conceptually adequate mode of thought. But it is futile to attempt this by presenting formal explanations based on a logic that is distant from the child's manner of thinking and sterile in its implication for him.

According to constructivism the task of the curriculum developer is to design the curriculum and develop materials in a way which provide opportunities for students to interact with the world. Thus, the student understands, thinks critically, makes linkages, interprets, analyzes, draws conclusions and communicates about what he/she is learning (the real expression of life skills in individuals). Here curriculum experts do not just give information in textbooks; rather, they design activities to encourage students to interact with information from the world around them. Therefore, textbooks are not over-crowded and overly academic; instead, room is left for exploring and interpreting knowledge (Leu 2000; 2001).

The teacher's task in this model is to use classroom methods that encourage the pupils to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving and communication-based methods in their teaching (Leu, 2001). Thus, the teacher becomes guide, helper and resource person (El-Moamly, 2010; Macdonald, 1971). In short, the teacher is there to guide the child in the development of his/her experiences and of the ability to build those experiences into a coherent body of knowledge and understanding (Blenkin and Kelly, 1981). Beyond this imposition is no more to be practiced in the classrooms that are aligned with the constructivist notion.

Intrinsic motivation (learning for the pleasure of doing and learning) has an important place in constructivist classroom and practices. According to El-Moamly (2010) with intrinsic motivation, three basic psychological needs are satisfied by the students, namely, autonomy that is self-determination; competence that is the feeling of efficacy that they can do it; and relatedness which is the presence of support, caring, encouragement of teachers or parents. Accordingly, intrinsic rewards for learners such as skill mastery, self-development and self-esteem which will flow from the satisfaction of the aforementioned needs will further reinforce effective learning (ibid).

All in all, within the practices of the theory of constructivism students learn how to think rather than what to think, they are provided with the tools for solving problems, making decisions and managing emotions, and they are engaged in participative methodologies. These practices undoubtedly lead to skills development (life skills), which in turn becomes an integral part of the learning process in the formal school and a means of children empowerment.

In sum, each of the theories mentioned so far provides the foundation for justifying skills development and differing perspectives on why the skills are important. Some focus more on the acquisition of skills as the goal itself, since competency in problem-solving, interpersonal communication, and resolving conflicts can be seen as crucial elements of healthy human development. Others view life skills as a way for adolescents to actively participate in their own process of development and the process of constructing social norms. Still some others focus more on behavioral outcomes, justifying skills development as a way to move adolescents towards the behaviors that developmental expectations, cultural context and social norms find appropriate.

2.5 Conceptual Framework of the Study

Based on the research questions and the different components whose relationship I have intended to address, I have developed the following framework to guide my research.

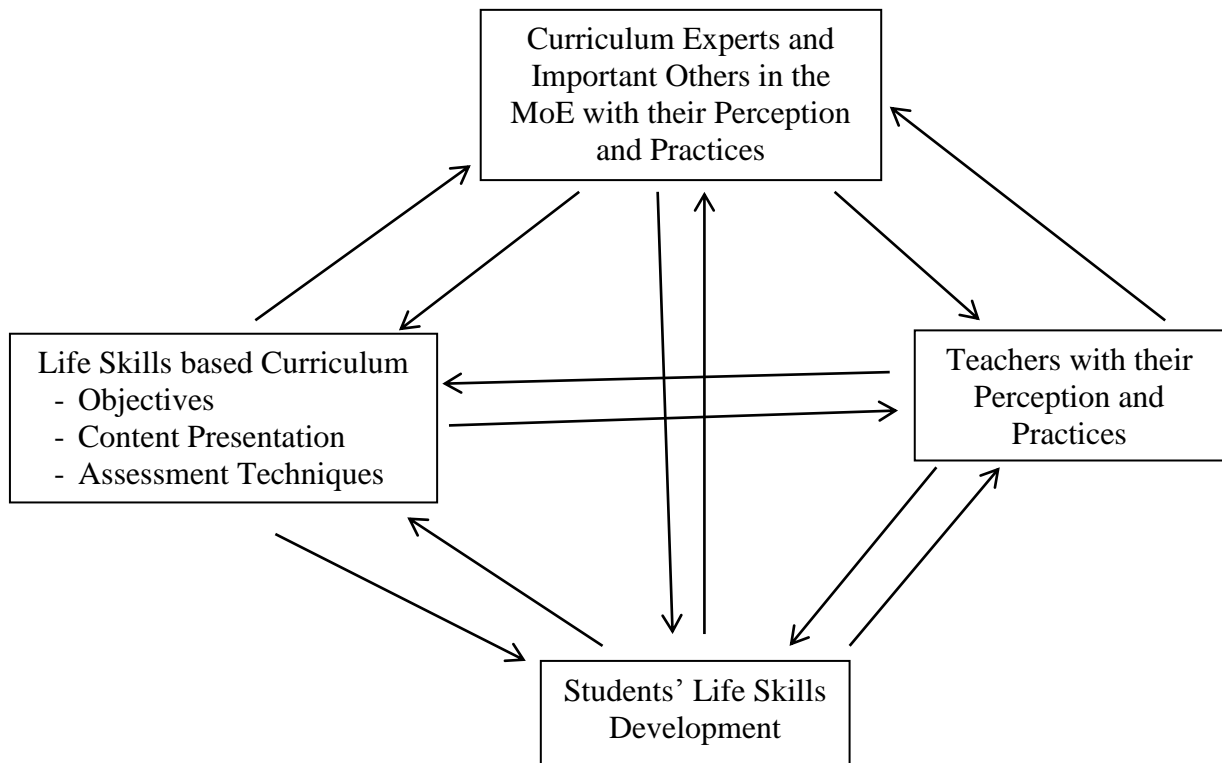


Figure 2 Conceptual Framework of the Study

The framework is a mapping of the system of life skills based curriculum development. The arrows symbolize flows of reciprocal influence from the respective boxes. Note that, the expected influence shown by each arrow indicates a flow of input to each body in charge of the curriculum development practice and the life skills based curriculum and thereby the students. Exploring the perspectives of the major sources of influence and how each perspective influences the development of life skills based curriculum is the main focus of this study.

Furthermore, the conceptual framework indicates that the stakeholders (both experts, teachers and important others) with their perception and practices affect the overall practices of integrating life skills in the school curriculum. This in turn influences the life of students while helping them develop appropriate life skills and the vice versa. In this regard, while specifically analyzing the school curriculum three major aspects need to be considered. These are: objectives

(competences), content presentation (process oriented, group effort and integration or consolidation/synergy) and assessment practices. The rationales for giving emphasis for the three aspects in this frame are:

1. The objectives in life skills curriculum development are usually associated with higher order thinking skills, affects and doings (psychomotor domain).
2. The content presentation of life skill based curriculum emphasizes on behavioral development rather than in knowledge accumulation so that process is to be emphasized. According to FHI (2007), teaching life skills works best when learning is participatory and child-centered. This is because, life skills are not simply about knowing but it is about “doing” and developing positive behaviors. Furthermore, group effort needs to exist among students in the classroom. According to El-Moamly (2010), students are more ready to listen to and learn from their peers than parents or teachers. Finally, a functionally integrated curriculum (Ingram, 1979) that takes into account the psychological aspects of the students and the social issues of the society needs to be in place for life skills based curriculum is to be successful.
3. The assessment techniques in a participatory and child centered practices need to be continuous. Thus continuous assessment practices are strongly advocated in life skills based curriculum development.

CHAPTER THREE

CONTEXTS OF THE STUDY

3.1 Introduction

As it is described in chapter four, this investigation uses qualitative research methodology. Creswell (2007) states that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. Thus, they do not bring individuals into a lab (a contrived situation), nor do they typically send out instruments for individuals to complete. This up-close information gathered by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research (ibid). This is because, human experience is shaped in particular context and cannot be understood if removed from those contexts. In short, qualitative research must be attempted in a natural setting; that means; context must not be constructed or modified.

According to Flick (2006), qualitative research is defined as it is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts. In the same token, Kirk and Miller (1986) state that qualitative research as an approach involves watching people in their own territory and interacting with them in their own language, on their own terms. Similarly, Gall et. al (1996) state that qualitative research involves field work in which the researcher interacts with study participants in their own settings. Yin (1989) further emphasizes the importance of studying a phenomenon in its natural context. He observes that such types of studies typically involve investigation of a phenomenon for which the boundaries between the phenomenon and its context are not clearly evident. He argues that these boundaries should be clarified as part of the study. Therefore, instead of intervening in experience by removing it from its natural setting or by structuring the aspects of an experience quantitatively (Gall et. al, 1996; Burgges, 1985) my study tries to look for the practice of integrating life skills into the general secondary schools' curriculum from the participants own contexts, perspectives and practices.

Based on the analysis made so far, I have made description of the contexts surrounding the practice and perspectives of integrating life skills into the general secondary schools' current

curriculum of Ethiopia. Hence, this part of my study gives an account of the historical context of curriculum integration in light of integrating life skills and the description of the study site.

3.2 Historical Context

Although educationalists, educational psychologists and child-development specialists have recently provided a great deal of data that support the need for integrating life skills and the idea of an integrated curriculum and/or unified learning, the idea by itself is not new. Good teachers from time immemorial have included the major features of the programs (such as teaching children concepts required for their living and the practices of integrating school life with real life) in their work with children (Regan, 1966). Stretch (1939) states that the idea of relating classroom learning to the abilities of children goes as far back as the fourteenth century.

Comenius, in the sixteenth century, advanced the view that the child must learn by practice and that apprentice training was a valuable type of education. He further argued that the youth be educated by engaging in those activities in which his/her nature prompted him/her to engage (ibid). Later in the 1700s, Rousseau who is believed to be the first to articulate the theories of ‘progressive education’ (Blenkin and Kelly, 1981) advocated teaching methods that are based on the needs, interest and ability of children. He advocated the use of well-graded learning materials and devices, which meet the needs of individual learners and those children, should be allowed to choose and organize their learning experiences. Thus, it suffices to state that Rousseau’s work suggested not only a romantic view of the “natural” child or learner but also a curriculum based on individual interest and natural (or real life) experiences (Pratte, 1971).

According to Blenkin and Kelly (1981), Pestalozzi demonstrated the method of teaching that utilizes realistic work projects. He stresses the need for education to begin with concrete experiences and advises us to delay the introduction of verbal lessons, and especially those remote from the child’s real interests, until the natural course of development renders them appropriate.

It was the philosopher/educator, John Dewey who has fully developed the new vision of education by opening a laboratory school in Chicago in 1896. Dewey in his analysis of the distinction between the traditional education and the feature of the new idea of the progressive thinking of his time states

...we may, I think, discover certain common principles amid the variety of progressive schools now existing. To imposition from above is opposed expression and cultivation of individuality; to external discipline is opposed free activity; to learning from texts and teachers, learning through experience; to acquisition of isolated skills and techniques by drill, is opposed acquisition of them as means of attaining ends which make direct vital appeal; to preparation for a more or less remote future is opposed making the most of the opportunities of present life; to static aims and materials is opposed acquaintance with a changing world.

Dewey (1938: 19 - 20)

Accordingly, school learning should be experiential, focus on real-world problem solving and allow individual interests to cross or even dissolve traditional subject boundaries. To this end, Dewey's school abolished all formalism and subject matter divisions in the curriculum and placed emphasis on "experience as the only route to real learning..." and education as "growth and as development" (Kelly, 1986). The practical application of Dewey's educational philosophy was embodied in the "core curriculum" and Kilpatrick's "project Method" (Hughes and Hughes, 1946; Bellack and Kliebard, 1971), which generated enthusiastic curriculum integration within many American schools.

In addition to the ideas and practices proposed by progressive school of thought, varieties of theories about the way human beings, and specifically, children and adolescents grow, learn and behave lay down the foundation for life skills education (PAHO, 2001). Amongst are child and adolescent development theory, social learning theory, problem behavior theory, social influence theory, theory of cognitive problem solving, multiple intelligences theory, and resilience and risk theory (ibid).

Owing to this fact and to the very significance of life skills to the life of young people, international and national political commitments have been made to life skills education (LSE), with its inclusion in key global documents, such as the Convention on the Rights of the Child (CRC), the Jomtien Declaration on Education for All, the Dakar Framework for Action on Education for All (EFA) and the United Nations General Assembly Special Session (on HIV and AIDS) (UNGASS) Declaration of Commitment on HIV and AIDS, in the agendas of multilateral agencies such as WHO and UNICEF, and in the national sectorial policies and strategies of many countries (UNICEF, 2012).

The 1989 Convention on the Rights of the Child (CRC), for instance, linked life skills to education by stating that education should be directed towards the development of the child's fullest potential (U.N. General Assembly, 1989). One of the points on Article 29 stipulates that “States Parties agree that the education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential”. This Article was set after the 1986 Ottawa Charter for Health Promotion that recognized the importance of life skills for making better health choices (WHO, 1986).

Latter in 1990 the Jomtien Declaration on Education for All took the vision further and included life skills among the essential learning tools for survival, capacity development and quality life (WCEFA, 1990). In this regard, the Jomtien Declaration on Education for All urges to meet the basic learning needs of all, for individual and societal development. In this vein, the basic learning needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning (ibid).

The 2000 Dakar World Education Conference on Education for All (EFA) also took a position that all young people and adults have the human right to benefit from “an education that includes learning to know, to do, to live together and to be and included life skills” (UNESCO, 2000). In view of this, the Dakar framework on its goal 3 stipulates about ‘promotion of life skills for young people and adults’ and similarly goal 6 highlights ‘improvement of the quality of education in all aspects’, aiming for a situation where men and women, boys and girls can achieve excellence. Based on all these declarations and decisions set by the world community and based on the policy provisions, the Ethiopian government decided to consider life skills as one of the key competencies that need to be incorporated in the school curriculum (MoE, 2010a).

3.3 Description of the Study Site

Ethiopia, officially known as the Federal Democratic Republic of Ethiopia (FDRE), is a country located in the Horn of Africa. It is one of the populous countries in the world and the second-most populated nation on the African continent (MoE, 2010b) with a multilingual society of

around 80 ethnic groups. It is a land of natural contrasts with diverse climate, land surface, natural resources, cultures and language, etc.

In 1994 a constitution was adopted that led Ethiopia to federal governance. Hence, the country now has a government system consisting of a federal government overseeing regional states. In this regard, the country is divided into nine ethnically based and politically ‘autonomous’ regional states and two chartered city councils. Each regional state and/or city council is further divided in to administrative units called zones (sub-cities in the case of the city councils), then further to woredas and finally to kebeles (the smallest administrative units).

The provision of formal education in Ethiopia is the concurrent responsibility of federal, regional and woreda governments. The Federal government plays the dominant role in the provision of post-secondary education, in the design of curricular materials for secondary schools, while also setting standards and providing overall policy guidance and monitoring and evaluation for the primary education in particular and the entire education sector in general. In order to accomplish its responsibilities in relation to the development of the curriculum materials the Federal Ministry of Education had formed (under the general education sector) a directorate named: The Curriculum Design and Implementation Directorate. The Curriculum Design and Implementation Directorate is led by a director and it has 19 subject professionals.

On the other hand, regional governments are responsible for the overseeing of the training of primary school teachers, for providing primary school textbooks and for adapting the primary syllabus to local conditions. Woredas are responsible for recruiting and paying of primary and secondary school teachers. Furthermore, they are responsible for the supervision and the provision of in-service training (in the form of continuous professional development) of primary and secondary school teachers (MoE, 2008).

It is an observable reality that Ethiopia, like most countries of the world, is struggling with or against HIV/AIDS, drug and substance abuse, rapid population growth, early pregnancy and unsafe abortion, women rapping and violence, terrorism, moral decadence and corruption, environmental degradation, etc. Although many people are aware of these problems, it seems that there is very little attitudinal and behavioral development or change. Different books (መላኩ ይርዳው (2006)፣ ኤርሚያስ ሥዩም 2002ዓም፣ እስጢፋኖስ አበራ 2008ዓም፣ ደረጃ አያሌው

2002ዓም፤ ሮዛ ይደነቃቸው 2007ዓም፤ ሮዛ ይደነቃቸው 2007ዓም) were written showing that many people (especially youths in urban and semi-urban areas) are leading their life carelessly while jeopardizing their future. Baseline assessment carried out in 35 high schools and 18 universities/colleges in Ethiopia in May 2014 by the USAID/In-School Youth HIV Prevention Program revealed the following facts about high school students' attitudes and actions (see the supplementary manuals prepared by the HIV/AIDS directorate of the Ministry of Education):

- 10% of 9th grade students and 20% 12th grade students had had sexual experience.
- 1 out of 10 students thought “it is OK to receive gifts or money for sex.”
- About 1 in 4 students had watched sexually loaded films.
- Almost 1 out of 5 students would not be able to “say “NO” if a friend offered them a drink of alcohol, ‘khat’, ‘shisha’ or other substance.”
- 1 out of 7 students who were sexually active had 3 or more partners during the preceding year.
- 40% of students who were sexually active did not use a condom the previous time they had sex.
- Almost 1 out of 3 students said that they could not “refuse if someone wanted to have sex without a condom.”
- Almost 1 out of 4 students said that they would not be able “to say to their boyfriend or girlfriend that they should use a condom.”

From the aforementioned findings of the baseline assessment it suffice to conclude that the youth particularly is facing more demands and challenges due to their physiological, psychological, social and economic situations. These make them to be very vulnerable to various problems. Of course, growing children are constantly mystified by and at odds with their inner selves and other people with whom they constantly interact; as well as the environment around them.

As children develop into adolescents and adults, they need to acquire the knowledge, skills, values and attitudes that will enable them to handle themselves, the society and their environment successfully. Therefore, it is an agreed supposition that formal education has to take shoulder of these responsibilities. It is with this understanding that the formal school curriculum in Ethiopia has either directly or indirectly incorporated the various life issues mentioned so far;

namely sexuality and sexual health (including HIV/AIDS and STD), early pregnancy and unsafe abortion, women rapping and violence, drug and substance abuse, rapid population growth, terrorism, fundamentalism, moral decadence and corruption, environmental degradation, etc.

In order to embark upon these and other social and environmental problems, the Ethiopian government has taken education as a means of doing something about the problems. Accordingly, the major educational objectives of the country as stated on the education and training policy state (FDRE, 1994):

- Develop the physical and mental potential and the problem solving capacity of individuals by expanding education and in particular by providing basic education for all.
- Bring up citizens, who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education.
- Bring up citizens who respect human rights, stand for the wellbeing as for equality, justice and peace, endowed with democratic culture and discipline.
- Bring up citizen who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society,
- Cultivate the cognitive, creative, productive and appreciate potential of citizens by appropriately relating education to environment and societal needs.

An important question that needs to be raised here is how can all these objectives be realized or put into action without addressing life skills with in the educational practice of the country and in particular within the school curriculum?

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In any research the design stage is a stage at which the plan of the whole process of conducting the research is set. That is, it is the stage by which the research is planned. This involves deciding the methods and philosophies held, determining the samples and the sampling procedure, identifying the sources of data and appropriate instruments and ways of data collection and analysis, etc. In this chapter I have clarified the methods and methodology of the research and identified and decided on the research design, samples and sampling techniques and methods of data collection and analysis, etc.

4.2 Research Methodology

In this study I have chosen to use a qualitative research approach, because qualitative research attempts to broaden and/or deepen our understanding of how things came to be the way they are in our social world (Hancock, Windridge, and Ockleford, 2009). Hence, this study tries to interrogate how the general secondary school curriculum integrates life skills, how it develops life skills based education and how the different professionals with their perception and practice affect the integration of life skills in the secondary schools' curriculum of Ethiopia.

According to Hancock and Algozzine (2006), qualitative approach is more useful when little is known about an issue. Furthermore, qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009). This study is therefore, a detailed analysis of the status of life skills and life skills based education in the general secondary school curriculum of Ethiopia. In line with this, I tried to create understanding of the attention given to the various types of the core generic life skills in the general secondary school curriculum, how life skills were integrated and how stakeholders perceived life skills and life skills based education.

Denzin and Lincoln (2013) state that qualitative research consists of a set of interpretive, material practices that make the world visible, and that these activities transform or change the world. When thinking about changes and transformation I believe that research, particularly qualitative research, must be better based on "participation" and participants' ownership of both

the problems and the solutions. This is because, I believe that development and/or transformation has to take place on the basis of participants' own interpretation of their practices and problems and must be based on their understanding of the issues in question.

The reason for my belief is that unless the practices and problems of integrating life skills into the general secondary school's curriculum are not acknowledged as such by the participants, there is no way that things will change. In this case, I believe that, people do not just change their action and attitudes by being told to do so, but that they have to understand the issues, they have to explore and find out themselves, and not least; they have to come up with the solutions on the basis of being motivated to do so. As a curricularist I have decided to take the position of an outsider; therefore, act as a facilitator for the changes that are ought to come latter.

In this research work I had few premises as a starting point. But this does not mean that I have followed a top-down prescribed approach. This is so because in qualitative research of this kind data is not collected with structured means (Gall, et al, 1996) rather by negotiation. Therefore, it was not possible to describe everything in advance; because I couldn't necessarily know which path would be taken, nor what the outcome would be. Nevertheless, I prepared the general framework of my research design while giving due emphasis to the methods to be employed in data gathering, data reduction, and interpretation.

4.3 Research Methods and Design

From the foregoing discussion it can be deduced that one of the focus of this study is the curriculum documents of the general secondary school of Ethiopia. In case when one studies the contents of written materials or documents it is suitable to use content analysis method of study. Content analysis as defined by Cole (1988) in Elo, and Kyngas (2008) is a method of analyzing written, verbal or visual communication messages. It is a technique for gathering and analyzing the content of text (Neuman, 2007). In this case, the content refers to words, meanings, pictures, symbols, ideas, themes, or any message that can be communicated and the text is anything written, visual, or spoken that serves as a medium for communication. It includes books, newspaper and magazine articles, advertisements, speeches, official documents, films and videotapes, musical lyrics, photographs, articles of clothing, and works of art (ibid).

Determined by the purpose of the study, content analysis can be used either with qualitative or quantitative data; and it may be used in an inductive or deductive way (Elo and Kyngas, 2008). In this investigation I decided to use qualitative content analysis; because qualitative content analysis is a research method for the subjective interpretation of the content of text data through the systematic classification (grouping) process of coding and identifying themes or patterns (Hsieh and Shannon, 2005). Furthermore, qualitative content analysis pays attention to unique themes that illustrate the range of the meanings of the phenomenon rather than the statistical significance of the occurrence of particular texts or concepts (Hashemnezhad, 2015).

Content analysis was made based on the selection of cases; thus, case study was also used as a method of research in this research work. Yin (1989, 2003) identifies four types of case study designs based on a 2 x 2 matrix; that differentiates between single and multiple case study designs on one hand and holistic and embedded case study designs on the other hand. The difference between a single and a multiple case study designs, as the name describes, is on the number of cases. Yet, the difference between a holistic and an embedded case study design is on the number of unit of analysis. Accordingly, holistic case study designs are those that are based on one unit of analysis. On the other hand, embedded case study designs are those that are based on multiple unit of analysis. Based on the analysis made so far, the four types of case study designs are holistic single case study design, embedded single case study design, holistic multiple case study design and embedded multiple case study design.

From the aforementioned four types of case study designs, I selected the embedded multiple case study design as the case study design used in this research work. In this case, my selection is owing to the fact that there were three cases as sample subjects used in this study (namely English, CEE and Biology). There were two unit of analysis in each of the three cases. According to Herriott and Firestone (1983), as cited in Yin (2003) the evidence from multiple cases is often considered more compelling, and the overall study is therefore, regarded as being more robust. That is why, I decided to use an embedded multiple case study design. Thus, the curriculum documents of the three subjects (cases) were taken to be studied. Here note that, the units of analysis were the instructional objectives (the competences) of each subject and the associated learning experiences (activities along with the ways of content presentation and assessment techniques).

In addition to the qualitative content analysis and the case study I have chosen to use phenomenological research method, one of the five qualitative research traditions (Cresswell 2007; Hancock and Algozzine 2006; Merriam 2009). This is because; phenomenology is primarily oriented towards the immediate phenomena of human experience, such as thinking and feelings (Odman, 1988). Furthermore, it advocates the study of direct experience taken at face value; and sees behavior as determined by the phenomena of experience rather than by external, objective and physically described reality (Cohen, and Manion, 1994). What phenomenologist emphasizes, then, is the subjective aspect of people's behavior. Hence, they attempt to gain entry into the conceptual world of their subjects (Geertz in Bogdan and Biklen, 2003) in order to understand how and what meaning they construct around events in their daily lives (Bogdan and Biklen, 2003). In addition, Creswell (2007) state that phenomenology provides a deep understanding of a phenomenon as experienced by several individuals. Therefore, my study tries to understand what meanings participants construct around the practice of developing life skills integrating curriculum and how their perception affected the overall practice of developing life skills based curriculum.

4.4 Data Sources and Instruments of Data Collection

To achieve the objectives of this study the developed curriculum materials of the general secondary school were used as the main data sources. In addition, curriculum specialists, teachers and concerned others were used as sources of data. To collect data from the data sources qualitative content analysis, interview and observation were used as instruments of data collection. Here note that, qualitative study usually uses a variety of data sources. According to Baxter and Jack (2008), the use of varieties of data sources ensures that the issue is not explored through one lens, rather through a variety of lenses. This in turn allows for multiple facets of the phenomenon to be revealed and understood.

The developed curriculum (one of the source of data) is to mean the curriculum materials currently used in the general secondary schools where life skills were integrated and the way these materials were implemented to realize the intent of integrating life skills. Hence, it was examined in two significant levels: at the level of the designed (written) curriculum documents and at the level of implementation. The designed curriculum documents needed to be seen from two different dimensions: the real presence of (and of course the attention paid to) the life skills

in the curriculum document; and focus of the curriculum: content or process focused (or structurally integrated or functionally integrated respectively).

The real presence of life skills and the attention paid to the different life skills in the curriculum documents were scrutinized through making qualitative content analysis. In order to determine and inspect the life skills components of the curriculum documents all of the textbooks content (especially objectives, contents, learning activities and assessment techniques) were examined based on the definition and classification made by WHO as adapted by V Murthy (2016) and various other scholars like Erawan (2010), Sharma (2003), Duerden, et al (2012), Khosravani, Motallebzadeh and Ashraf (2014), and Subasree and R. Nair (2014). Accordingly, objectives that lend themselves for skills development differ from those that do not in such a way that they are described in a sense of doing (not knowing). On the other hand, contents, learning activities and assessment techniques that let for life skills development describe processes that lend themselves for skills development (not for knowledge accumulation).

Consequently, the life skills were classified as properly integrated, partially integrated and neglected. Those life skills that were having competences (instructional objectives) and the associated learning experiences within the curricular documents in a relatively better proportion while aligned with the life skills in question were considered to be properly integrated. On the other hand, those life skills that were having either the competences (instructional objectives) or the learning experiences (not both) in the curricular documents in a relatively better proportion while being aligned with the life skills in question were considered to be partially integrated. But those life skills that were having no competence (instructional objective) and no associated learning experiences (both) were considered to be neglected life skills.

The objectives, contents, learning activities and assessment techniques in the curriculum documents were examined in line with the definition and associated indicators of each of the ten core life skills that are believed to be found or need to be found across all cultures and settings (Sharma, 2003). As mentioned so far, in this study I used (as starting point) and adapted the idea and classification developed by Prof. C. G. Venkatesha Murthy who adapted the definition and classification made by WHO (V Murthy, 2016). My selection of WHO framework is due to the fact that the MoE used the classification of life skills as set by WHO while infusing life skills into the school curriculum. Thus, to make my analysis consonant with that of the curricular

documents of the school curriculum I have intentionally used WHO framework of the 10 core life skills as adapted by V Murthy and Erawan.

According to V Murthy (2016), each of the 10 core life skills are found to have their own components and that he made operational definition for each of the components. Each of the components (after adapting V Murthy's and/or WHO's classification) was taken to be sub dimension from which indicators were drawn. That is, indicators were drawn from the operational definitions of each of the components (see Appendix 2). Therefore, content analysis was made based on the indicators identified.

Curriculum focus as the second dimension in the designed curriculum was scrutinized through making content analysis based on the following indicator(s): are contents in the curriculum documents presented in straight forward fashion while giving due attention to the contents (is the life skills based education structurally integrated) or are there life issues based activities in the curriculum documents that let students' involvement and participation (is it functionally integrated in a way that integrates contents with life issues of students and the society).

The implemented curriculum, on the other hand, is to mean the level of students' involvement in the teaching-learning practices. Students' involvement was scrutinized by making classroom observation of the following indicators: were students passive listeners of the teacher's lecture or were they actively involved in various activities in and out of the classroom (from independent work through group participation till whole class participations). It was examined by observing the types of activities and experiences for students to learn. It was also examined by observing classroom setting and instructional setting with the special focus on how life skills were provided through classroom transactions, use of support provisions and transfer of training skills and how effective these had been. Furthermore, teachers were interviewed to verify their perspectives about life skills and their practices of integrating life skills (see Appendix 3).

As stated above the content analysis of my research focused on the objectives, contents, learning experiences or activities and/or assessment techniques of the curriculum documents as aligned by the definition and classification of life skills made by WHO that is adapted by V Murthy, Erawan and others. This implies that, the deductive approach to qualitative content analysis (Elo and Kyngas, 2008) was decided to be used in this research work. The deductive content analysis,

which moves from the general to the specific, is used when the structure of analysis is operationalized on the basis of previous knowledge and when the purpose of the study is theory testing (Kyngas and Vanhanen, 1999 in Elo and Kyngas, 2008; Burns and Grove, 2005). In the same token, Catanzaro (1988) stated that deductive content analysis is often used in cases where the researcher wishes to retest existing data in a new context. This may also involve testing categories, concepts, models or hypotheses (Marshall and Rossman, 1995).

Once a deductive content analysis is chosen, the next step is to develop a categorization matrix and to code the data according to the categories (Elo and Kyngas, 2008). Accordingly, I had developed the categorization matrix presented in Appendix 1 as life skills were defined and classified in accordance with WHO framework of the 10 core life skills as adapted by V Murthy and Erawan.

According to Mayring (2014), for deductive category assignment the exact definition of the categories is crucial. Hence, usually the three approaches for all categories (namely definitions, anchor examples and coding rules) need to be used and we need to put them together in a coding guideline (ibid). This has to be developed before coding using theoretical arguments. Based on this fact, I had used the definitions of the categories of WHO framework as adopted by and of course adapting V Murthy's definition and Erawan's measuring scale (V Murthy, 2016; Erawan, 2010) (see Appendix 2).

My classification and list of the core life skills (after adapting V Murthy's definition and Erawan's measuring scale and/or WHO's classification) follows the following lists: self-awareness and self-esteem, assertiveness and resisting negative peer pressure, coping with emotion and stress, effective communication, interpersonal relationship, empathy and sympathy, critical thinking, creative thinking, decision making, and problem solving skills. After identifying the lists of life skills, I had further identified components of each of the life skills following V Murthy's and Erawan's classification. Then V Murthy's and Erawan's operational definition of the components of the core life skills were taken and adapted to be used as indicators of the life skills (see Appendix 2).

In order to maintain the reliability of the instrument first I had given it to three university instructors (assistant professors or above) for comments and suggestions and improved it

accordingly. Then the content analysis was carried by three well-informed professionals (including me) in order to further determine the reliability of the instrument. To this end, an inter-raters agreement of 0.80 or 80 percent and above was taken as reliable or perfect agreement (Landis and Koch as cited in Eye and Mun 2005; Neuman, 2007).

The qualitative content analysis in this research work was made not only to identify the presence of life skills in the curriculum documents but also to determine the attention given to each of the core life skills in the curriculum documents. Furthermore, it was helpful in determining the focus of the curriculum materials. That is, it was meant to identify whether the contents in the curriculum documents presented in straight forward fashion while giving due attention to the contents (is the life skills based education structurally integrated) or whether there are life issues based activities that let students' involvement and participation (is it functionally integrated in a way that integrates contents with life issues of students and the society).

Based on the categorization matrix the data from the curriculum materials of the three sampled subjects (cases) were coded to fit to the categorization matrix using the checklist designed for the content analysis (see Appendix 2). To triangulate the data from the content analysis an open ended unstructured interviews was used with authorities (curriculum experts) in the Ministry of Education and concerned others so as to understand the perspectives held by the stakeholders and the associated practices of integrating life skills into the school curriculum (see Appendix 3).

In this case stakeholders' perception is to mean how stakeholders understand and perceive life skills and life skills based curriculum (education). It is also to mean the understanding of the stakeholders about how life skills are integrated into the school curriculum. This demands making an in-depth interview with the stakeholders. On the other hand, stakeholders' practice is to mean the model decided to be used while integrating life skills based education into the curriculum. It is about the decision set by the stakeholders as to the type of the program (whether the program is carried as a co-curricular activity or as an independent subject or as topics and/or activities in the different subjects) that integrates life skills. Identification of this practice demands making interview with the stakeholders in charge of designing the curriculum and it also requires making content analysis of the curricular documents in order to substantiate the interview result.

In addition to the content analysis, interview and observation I took field notes to record key points raised by participants and to record my observation of tacit knowledge of the participants. Tacit knowledge as defined by Stake (2000) is all that is remembered somehow, minus that which is remembered in the form of words, symbols or other rhetorical forms. It is that which permits us to recognize faces, to comprehend metaphors and to know ourselves. Altheide, and Johnson, (1994) have defined it as the largely unarticulated, contextual understanding that is often manifested in nods, silences, humor, and naughty nuances. The nonverbal communications are therefore, very critical to the understanding of what people mean about issues. The field notes were also important in recording observations of the setting, which provide important data for the context of the study and the phenomena being studied (Yin, 1989; 2003).

All in all, to accomplish all the purposes of the study first the instructional objectives, and contents along with the learning experiences (activities) and/or assessment techniques in the curriculum documents were examined in order to determine whether or not they are laying the ground for students' skills (life skills) development and to determine which of the life skills are given attention within the curriculum documents. Next the instructional objectives, contents, learning activities and/or assessment techniques were examined to determine whether or not life skills in the curriculum documents are structurally or functionally integrated. Finally the whole curriculum documents were examined in order to determine the type of curriculum integration model used to integrate life skills in the curriculum. Along with these, stakeholders (curriculum experts, teachers and important others) perception and understanding was examined using in-depth interview.

4.5 Samples and Sampling Techniques

Sampling in qualitative research is conceptually different from that in quantitative research (Hancock, Windridge and Ockleford, 2009). In quantitative research sampling is based on probabilistic procedures and is meant for representativeness and generalization. But this is not the case in qualitative research. Sampling in qualitative research is a process actively seeking those people who are highly informed about the issue in question. Hence, it is based on two key considerations: appropriateness and adequacy (Fossey, Harvey, McDermott and Davidson, 2002). That is, qualitative sampling requires the identification of those who can best inform the study (appropriateness) and the selection of adequate sources of information (i.e. people, places,

events, types of data) so as to address the research question and to develop a full description of the phenomenon being studied.

Mack and et al (2005) identified three of the most common sampling techniques used in qualitative research; namely: purposive sampling, quota sampling, and snowball sampling. From among these sampling techniques, I used purposive and snowball sampling techniques. For the content analysis, I used purposive sampling technique. Accordingly, I have decided to make content analysis for the curriculum materials (especially the syllabus, the text books and the supplementary manuals for life skills training) of the three sampled subjects (cases); namely: English, Civic and Ethical Education and Biology. The selection of these subjects was purposefully because of the fact that they were only these three subjects that were selected by the experts in the Ministry of Education to integrate life skills.

For the interview with authorities in the Ministry of Education I used snow ball sampling technique. In this case, each interviewee had the chance to suggest possible candidates and I was also personally looking for individuals with the possibility of providing fresh perspectives. For classroom observation, few teachers of selected school namely Kulufo secondary school in Arba-Minch (South Nations and Nationality Peoples Regional State), Goro secondary school in Adama (Oromiya), Debre-Sina secondary school in North Shewa (Amhara) and Beseka secondary school in Addis Ababa were selected. For the interview with teachers I used snow ball sampling technique and yet, I was also looking for teachers with the possibility of dissenting views. In the case of the classroom observation of teachers I used purposive sampling. That is, I was purposefully looking for those who teach either one of the three selected subjects (English, Biology and Civic and Ethical Education) and those who were having better understanding with life skills and interactive methods of teaching so as to verify their classroom practices.

It is known that sampling in qualitative research is ongoing through the course of a study and intimately linked with the emergent nature of the research process (Fossey and et al, 2002). Therefore, the number of interviewee (experts in the Ministry of Education) and the number of teacher (who were selected for classroom observation and interview) were determined by the extent to which additional data was required and secured (i.e. till adequate data was collected). Based on this fact, I had interviewed six professionals in the Ministry of Education who were

either experts or department head or concerned core process team head. Furthermore, I had interviewed and made classroom observation of 24 teachers (six teachers from each school).

4.6 Method of Data Analysis

In qualitative research data analysis is a process of reviewing, synthesizing and interpreting data to describe and explain the phenomena or social worlds being studied (Fossey and et al, 2002). It involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features of the issue in question. In this regard, it is believed that in this research project in-depth data was collected from the content analysis, interviews, classroom observations and field notes. Therefore, critical consideration had to be made while analyzing such huge amount of data.

Data from the content analysis, classroom observations and the field notes were collected in English, the medium of instruction in the general secondary schools of Ethiopia. But for easy communication with the research participants all interviews were conducted (using audio recorder) in Amharic, the official language of the FDRE. Verbatim transcription and/or translation of all the interview data was difficult due to the huge volume of data. Therefore, transcription and translation (of those data collected in Amharic) was selective depending on the relevance of the data. Those materials or data that were useful for the analysis were transcribed and translated into English. Here it should be noted that, those narrations that were used as quotes were transcribed and translated in exactly the same word as used by the individual research participant while taking care not to make grammatical errors in the sentences and paragraphs.

The analysis of data was made thematically case by case. Hence, it involved the reduction of the raw data into themes and categories along with each case. This was carried continually reorganizing and reviewing the data until common patterns emerged. That is, I was breaking down the data from each case into segments, searched through it bit-by-bit; and then subsumed the emergent patterns into themes. While developing themes I was tracing the relationship that might exist among the themes. At this juncture it should be noted that, descriptions of the overall practice of life skills based curriculum development were accompanied by my own unavoidable views of the experiences and practices of integrating life skills. Furthermore, I tried to relate my

interpretive commentary with the available literature. In the final analysis, it is important to understand the fact that the data collected through interview were used to triangulate the data collected using content analysis by seeking corroboration from the data collected using observation.

Based on the aforementioned fact, I presented the data into four major themes. The first three were associated with the three sampled subjects (that were taken as cases). Each of the first three themes was further classified in accordance with the status of life skills in each case (subject) as: properly integrated life skills, partially integrated life skills and neglected life skills. The fourth theme was a cross-case analysis. That is, after the analysis of each case was completed individually, cross-case analysis was carried out in order to search for similar constructs and relationships across the three cases (Eriksson and Kovalainen, 2010). In other words, doing cross-analysis across the three cases allowed for the identification of similarities and differences across the cases and the identification of common themes (Burns, 2010).

4.7 Ethical Issues

It is known that in social science research researcher must give the fullest attention to moral and ethical considerations. Bogdan and Biklen (2003) state that ethics in research are the principles of right and wrong that a particular group accepts at a particular time. In line with this, Altheide and Johnson (1994) have outlined five major ethical considerations which are associated with five issues (things): research participants, the observer, the interpretation, the audience and the style of presentation.

Research participants: The research involved interviews and observation with different groups of people that have varying degree of responsibilities, accountabilities, interests and sense of insecurity. It might seem that the study is politically sensitive to them. During my research I had to be sensitive to their views and perspectives. Their identities were kept anonymous and their views confidential. To this end, I used fictional names as was suggested by scholars like Dockrell (1988) while presenting the interview data during data presentation.

At the outset of my field work, I requested concerned parties for a formal permission to get access to the study. Consent was secured from participants based on a common understanding reached after describing the purpose and nature of the study, in addition to the ethical procedures

negotiated with them (see appendix 5- ethical procedures). All needed care was taken to protect the participants and to maintain their views. Any information was used only when there is full consent. The recorded, transcribed and translated materials were given back to the respective participants for any possible changes (including deleting, editing or total withdrawal).

Interpretation: By spending enough time in the field, I tried to grasp the beliefs, understanding and ideas of the participants. This led me to an honest representation of their views. With this respect, I had no conflict of interest that may misguide my interpretation. Therefore, the theories developed in this study were based on my personal interpretation of the evidence that were collected rigorously.

The readers (audience): The readers of this study include curriculum experts, officials of regional education bureau, top managers of the Ministry of Education, school teachers and research community. The study provides a useful knowledge that can contribute to the rethinking of the practices of developing a life skills based curriculum. With this respect, I tried to support all my truth claims with adequate evidence and I tried to provide vicarious experience to the readers.

The self (observer): A brief description of my autobiography can help the readers to understand the subjectivity of the research. To this end, I have given a brief account of myself in relation to the research question. I have twenty six years of teaching experience. With this teaching experience I have had chances to teach course(s) related with adolescent psychology, life skills and the school curriculum. This was since fifteen years ago. Since then I was trying to integrate life skills in my classroom lessons and yet, I was and still am seriously questioning whether the school curriculum integrates life skills or not. Hence, I was and still I am very much interested to see the very relation that needs to exist between the school curriculum and life skills and the place of life skills in the Ethiopian school curriculum.

CHAPTER FIVE
THE STATUS OF LIFE SKILLS IN THE GENERAL SECONDARY SCHOOL
ENGLISH CURRICULUM

5.1 Introduction

According to Richards (2001), when we teach a language, we also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting. This implies that English curriculum materials can and should include variety of life skills that engage students in activities and practices of the society and make them active members in the real world of their own life and the life of the society. Basically English as a language gives attention to the four language skills namely, speaking, listening, writing and reading. In addition to the skills of language, English can and should teach life skills. Hence, it is believed that the curriculum documents of English language should integrate life skills at all levels of schooling.

In this section, I have intended to show the status of life skills in the English language curriculum vis-à-vis the stated competencies and the content presentation or the learning experiences presented in the curricular documents. The presentation of the life skills in this chapter focused on three aspects (as it was described in the design and methods part of this research); namely properly integrated life skills (life skills having competences associated with appropriate learning experiences or content presentation), partially integrated life skills (life skills with related competences but without associated learning experience or the vice-versa) and neglected life skills (life skills without both objectives and associated learning experiences).

5.2 Properly Integrated Life Skills

Critical analysis of the curriculum materials of English language uncovered that the skills of self-awareness and self-esteem, assertiveness and resisting negative peer pressure, effective communication and negotiation, empathy and sympathy, creative thinking, and decision making were properly integrated within the curriculum. Let's look them apart:

5.2.1 Self-Awareness and Self Esteem Skills

Self-awareness and self-esteem are among the ten core life skills that are required to be integrated and of course one of those life skills that are properly integrated within the English language general secondary school curriculum. There are several competences set in the

textbooks that have significant relation with the skills of self-awareness and self-esteem. Look at the following competences as examples:

<p>Grade 9</p> <ul style="list-style-type: none"> ➤ Complete some information about yourself. ➤ Talk about your future plans ➤ Talk about your hobbies ➤ Talk about what you like doing in your free time ➤ Keep a diary about your hobbies ➤ Talk about the food you like ➤ Improve your spelling ➤ Talk about your favorite celebrity ➤ Discuss your speaking skills ➤ Discuss what you know about current affairs ➤ Talk with your partner about your favorite animal ➤ Evaluate your speaking and writing skills ➤ Complete a self-assessment task 	<p>Grade 10</p> <ul style="list-style-type: none"> ➤ Discuss how much you know about sport and athletics ➤ Write about your favorite sport ➤ Discuss how you could improve your English outside the classroom ➤ Talk about what you read every day ➤ Increase your vocabulary about things you read ➤ Check and correct mistakes in your work ➤ Discuss your strategies for learning grammar ➤ Talk about your wishes ➤ Improve your listening skills ➤ Talk about your plans for the future ➤ Analyze your achievement ➤ Write your own CV ➤ Discuss what makes you happy and what makes you sad ➤ Discuss the learning strategies you have used this year
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Source: Grade 9 and Grade 10 English Textbooks

The above listed competences are associated with varieties of learning experiences and activities. That is, in the English language subject textbooks there are varieties of activities that are likely to help students develop their self-awareness and self-esteem skills as described and set in the competences. For instance, in Unit 1 (Grade 9, page 2) students are asked to discuss, in group, about their own strategies of learning and report that to the class. In such a case, students are given the chance to identify their own learning strategies. Furthermore, in the same unit on page 11 students are asked about themselves, draw a picture of their own and make list of three favorites of their own, etc. Such kinds of activities, that raise several questions about oneself, are many in number (see Grade 9 textbook pages 23, 55, 58, 68, 114, etc.) and they are likely to help students understand who they are (oneself). From among these activities there are activities that ask students to talk about their own personal hobbies and crafts (for instance, see Grade 9 textbook pages from 36 to 43). Students are also given the chance to conduct a class survey of hobbies and crafts. These types of activities are likely to help students identify their own behaviors from different aspects of life.

Similarly, in Grade 10 there are several activities that request each student to make self-identification, self-evaluation and self-talk. For instance, on page 15 (Grade 10 textbook) students are given with an exercise that requires them to assess how well they organize their study time. It is likely that this activity will give students the chance to see into once own strengths and limitations with respect to their study time. Furthermore, on page 163 (Grade 10 textbook) students are given the chance to see into their own listening skill and to set goals to capitalize on it. This practice is further strengthened with another activity on page 204 (Grade 10 textbook) that requires students to improve their own skill after assessing how well they meet the goals they set. Such kinds of activities are undoubtedly chances for each student to further improve his/her own skills and experiences. Similarly, on page 194 (Grade 10 textbook) students are given the chance to record their own achievements and talk about their future plans. Such kinds of activities have significant contribution for students to reflect on their own achievement, to value themselves and accept oneself as she/he is. In short, there are several such kinds of activities (see Grade 10 textbook pages 3, 23, 206, 217, 223, etc.) that will enable the students to develop their skill of self-awareness and self-esteem. Based on these facts, it can be said that the English language curricular materials have given due regard to the integration of the skills of self-awareness and self-esteem.

5.2.2 Assertiveness and Resisting Negative Peer Pressure Skills

As mentioned so far, the skills of assertiveness and resisting negative peer pressure are well addressed in the English language curriculum materials. This is clearly observed when analyzing the competences set and the learning experiences designed in the textbooks. Below is the list of competences set in the curricular documents that are associated with the development of students' skills of assertiveness and resisting negative peer pressure:

<p>Grade 9</p> <ul style="list-style-type: none"> ➤ Practice asking questions with the correct pronunciation. ➤ Play a dictionary game ➤ Ask for directions politely ➤ Use the correct pronunciation to ask and answer questions in the present perfect tense ➤ Talk about healthy and unhealthy food ➤ Express your opinion ➤ Report what someone has said 	<p>Grade 10</p> <ul style="list-style-type: none"> ➤ Role-play scenes relating to First Aids ➤ Practice giving someone advice ➤ Re-tell the story in your own words ➤ Read and act a play ➤ Express your opinion about products ➤ Practice pronouncing of comparative and superlative adjectives ➤ Hold a debate about harmful substances
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<ul style="list-style-type: none"> ➤ Express your opinion about the future ➤ Role play a dialogue in a bank ➤ Agree, disagree and give your opinions about a topic ➤ Conduct an interview by a newspaper reporter ➤ Answer questions about disability 	<ul style="list-style-type: none"> ➤ Practice sentences with a falling intonation ➤ Ask questions about fishing ➤ Hold mini-conversation ➤ Role-play some short dialogues ➤ Talk about ceremonies
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Source: Grade 9 and Grade 10 English Textbooks

In both Grade 9 and Grade 10 English language textbooks there are several activities that will encourage the development of the skill of assertiveness and resisting negative peer pressure in students. Amongst are, activities that promote students to make presentation either in pair or in small group or in class. For instance, in Grade 9 textbook page 54 students are required to write a poem about the different activities of a craftsman and then they are asked to read the poem loudly to the class. There are several similar activities in Grade 9 that require students to present or report their work or views to partners or in front of the class (see Grade 9 textbook pages: 86, 131, 157, etc.).

There are also many different activities in Grade 10 that will encourage students to make presentations or reports. For instance, on page 77 students are asked to write a brief advertisement and share that to the rest of the class. There are also other activities that call for students to present or report to their classmates (see Grade 10 textbook pages: 11, 36, 59, 77, 97, etc.). Such kinds of activities are likely to help students develop the abilities: expressing one's point of view, be open and be respectful of others values, beliefs, etc. Hence, these activities are having the potential to strongly contribute to the development of students' skill of assertiveness.

Similarly, several times, students are required to design different role plays and act them out in the class. For instance, in Grade 9 page 86 students are asked to write a presentation or play about HIV/AIDS for younger children; then act it out for the rest of the class. See also Grade 9 textbook page 116. In Grade 10 page 20 students are required to role play after they worked on writing a dialogue in group of three. See also Grade 10 textbook pages 49, 62, 102, 155, etc. These kinds of activities significantly contribute to the development of students' abilities of expressing their views, being open and being respectful of others views and opinion. Therefore, it is likely that these kinds of activities significantly encourage the development of the skill of assertiveness in students.

There are also varieties of activities in both Grade 9 and Grade 10 that require students to express their own stand without hurting others feeling (the skill of resisting negative peer pressure). For instance, in Grade 9 textbook on page 82 students are given with an exercise that require them to think of ways of saying no to different quarries of individuals who may expose them to HIV/AIDS. On page 160 (Grade 9) there is a debate that requires students either to agree or disagree while presenting reasons for their respective agreement or disagreement. See also the activities presented in Grade 9 textbook on pages 178, 182, etc. In Grade 10 page 97 students are given with an exercise that requires them to write a scene between a drug dealer and someone who is refusing to take drugs. See also the activities in Grade 10 textbook on pages 102, 104, etc. These kinds of activities undoubtedly help students develop the skills of assertiveness and resisting negative peer pressure.

5.2.3 Effective Communication Skill

It is believed that schools are required to help students develop their effective communication skill. As is customary with the teaching of any language, English language teaching focuses at least on the development of the four skills of language; namely: reading, writing, listening and speaking. Based on this fact, content analysis of the curriculum materials of English language (both Grade 9 and Grade 10) revealed that due emphasis was given to the development of the skill of effective communication in students; provided that the various learning experiences (activities) were properly put into action in the classroom practices of the interaction of the students with the teacher.

At the level of the designed curricular materials it is clear that both the competences set and the learning experiences designed have strong relation with and significantly contribute to the development of students' skill of effective communication. For instance, if we see the competences in the textbooks, almost all/most of them have strong relation with and contribute to the development of communicative skills (see Appendix 6). Of course, they contribute to the development of the various abilities associated with effective communication skills; such as the ability to listen patiently, analytic ability, synthetic ability, expressive ability, confidence, etc.

Furthermore, the various learning experiences designed in the textbooks have significant contribution to the development of the various abilities of students that are associated with the development of students' communicative skills. That is, students are given with ample chances

to make practice so as to develop their skill of communication. For instance, if one sees almost all the listening activities in both Grade 9 (see pages 1, 10, 19, etc.) and Grade 10 (see pages 2, 8, 11, 19, etc.) they have strong association with the development of the ability of patient listening, analytic ability and the like. Almost all the speaking and writing activities in both Grade 9 (see pages 9, 11, 12, 14, 16, etc.) and Grade 10 (see pages 2, 7, 11, 13, 15, etc.) have significant contribution to the development of students' synthetic ability, expressive ability, creativity, confidence, etc. All in all, the design of the English language curricular materials were in such a way that they would significantly contribute to the development of students' skill of effective communication provided that the classroom interaction between the teacher and the students remain to be as it was designed in the curriculum documents (student's textbooks and the teachers teaching books/ the teacher's guide).

5.2.4 Empathy and Sympathy Skills

Empathy and sympathy as essential life skills need to be made part of the school curriculum. Thus, content analysis had revealed that the skills of empathy and sympathy are also given due attention in the English language curriculum materials. This is vivid when observing the competences set and the learning experiences designed. Here are competences set in the textbook that are believed to address the skills in question:

Grade 9	Grade 10
<ul style="list-style-type: none"> ➤ Discuss what advice you would give new students. ➤ Express sympathy with someone ➤ Give advice to younger children about AIDS ➤ Answer questions about disability ➤ Listen to an orphan's story and answer questions on it ➤ Discuss how you can help the disabled ➤ Write a guided essay about disability and discrimination ➤ Listen to a story about a disability ➤ Listen to an interview with a disabled person 	<ul style="list-style-type: none"> ➤ Listen to an interview with a disabled person ➤ Use appropriate expressions for congratulating, inviting, expressing sympathy

Source: Grade 9 and Grade 10 English Textbooks

The competences seen above are set along with learning experiences so as to realize them (as behavior) in the students. For instance, in Grade 9 page 83 students are required to discuss (using information given in a passage) how to treat or help people living with HIV and AIDS. Furthermore, in page 84 (Grade 9 textbook) students are asked to work in group and discuss how

they will sympathize with someone who has just learned about the death of a near relative. See also Grade 9 textbook pages 85, 208, 209, etc. and Grade 10 textbook page 215.

5.2.5 Creative Thinking Skills

In language education it is likely that students are usually required to write literatures (from simple words through sentences till poems, fictions, etc.). These kinds of activities are strongly related with the creative arts that are further associated with the skill of creative thinking. This makes it imperative that the skill of creative thinking has strong relation with language education. Owing to this fact, there are varieties of competences and associated activities that will help students develop their creative thinking skill.

Let's look at the following list of competences, but few, that are believed to have significant relation with the skill of creative thinking:

<p>Grade 9</p> <ul style="list-style-type: none"> ➤ Write a description of where you live ➤ Write a letter of inquiry about a holiday in Ethiopia ➤ Write a leaflet about nutrition ➤ Make a poster about AIDS ➤ Write a leaflet about HIV/AIDS ➤ Write a biography of a famous person ➤ Write about an Ethiopian tradition ➤ Talk with your partner about your favorite animal ➤ Write a description of an animal ➤ Write about an endangered animal ➤ Write a guided essay about disability and discrimination ➤ Write about how a disabled person feels 	<p>Grade 10</p> <ul style="list-style-type: none"> ➤ Make comparisons between East African athletes ➤ Write about your favorite sport ➤ Write a report about the African Nations Cup ➤ Write a story about a bicycle accident using sequencing words ➤ Write and act a conversation in a clinic ➤ Write a story ➤ Write a play ➤ Write a story involving warnings ➤ Write a letter to an 'agony aunt' ➤ Write a TV or radio advertisement ➤ Design an advertising poster ➤ Write a description of a local market ➤ Write a sketch about saying 'NO' to drug ➤ Role-play an interview about fishing ➤ Write a story to describe a river ➤ Role-play an interview ➤ Write a description of a ceremony ➤ Role-play some short dialogues ➤ Write a letter to a friend
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Source: Grade 9 and Grade 10 English Textbooks

The aforementioned lists of competences are set in the textbooks along with their associated learning experiences that will help students develop their creative thinking skill. That is, in both

Grade 9 and Grade 10 textbooks of English language there are many artistic endeavors as learning experiences designed to be attempted by the students so as to realize the competences set. Such kinds of activities are likely to help students' development of their creative thinking skill. Look at the exercise designed in Grade 9 students' textbook on page 18. It requires students to play a game. In this case, students are required to think of an adjective to describe a cat. The adjective may not necessarily be appropriate for the cat; this will make the game more interesting and funny. Everyone in the class stands up and then beginning with the letter A, each student in a row has to think of an adjective to describe the cat. As the game continuous, students who are unable to supply any new adjective will sit down; but those who stand at the end will become joint winners. Such kind of activity will help the development of students' skill of creative thinking.

Furthermore, in page 87 (Grade 9) students are requested to work in pairs to make a poster of their own about AIDS. Similarly, in page 210 (Grade 9) students are required to write an essay about someone who is suffering from discrimination because of some kind of disability. There are many such kinds of activities (learning experiences) that will help students develop their creative thinking skill (see Grade 9 textbook pages 16, 26, 220, 221 222, etc.).

In Grade 10 there are different artistic activities associated with the writing of stories or advertisements or the like. For instance, on page 40 (Grade 10) students are asked to write story in two to three paragraphs while given with three different sentences as options and starting point. On page 49 (Grade 10) too students are asked to make a story in pairs or groups (that can be a comedy, a thriller, a fable, a traditional story, a romance, or other); then they are required to write it as a short play or dialogue and finally perform it to the rest of the class. Likewise, on page 77 and 82 (Grade 10) students are asked to write an advertisement for an item or a product or a service. Similarly, on page 84 (Grade 10) students are asked to design a poster to advertise a product. Such kinds of activities are many in number especially in Grade 10. What so ever the number of the activities, the activities if properly implemented at classroom level are likely to be helpful for students' development of their creative thinking skill.

Despite the aforementioned facts, it should be noted that creative thinking is not associated only with the writing of a novel. Rather, it cuts across all areas and all domains. Supporting this, Piirto (2011), states that when thinking about creativity people mistakenly think of it as it has having to

do with the visual arts and other arts; but it cuts across all areas and has to do with making new in all domains. Thus, it is defined simply as it is ‘making something new’ while thinking creatively, working creatively with others and implement innovation in any sphere of life; be it athletics, visual art, literature, mathematics, science, entrepreneurship, etc. Therefore, in order to help students develop their creative thinking skill, the school curriculum (be it Language, Mathematics, Natural Sciences, Social Sciences, or others) should take into consideration all the aspects of students’ life.

5.2.6 Decision Making Skills

While focusing on the skills of language (namely reading, writing, listening and speaking) the English language curriculum has also given attention to the development of students’ skill of decision making. This is evident while critically analyzing the competences set and the learning experiences designed therein the textbooks. In this case, there are many competences that are aligned with the skill of decision making along with their associated learning experiences.

Of course, many of the practices in the textbooks are associated with daily routines of students and hence, are strongly associated with and contribute to the development of students’ decision making skill. Let’s look at the competences and their associated learning experiences designed in the textbooks of English language of both Grade 9 and Grade 10. The competences are stated as here in below:

Grade 9	Grade 10
<ul style="list-style-type: none"> ➤ Agree and disagree with others ➤ Make comparison ➤ Compare cities ➤ Decide what is fact and what is opinion in an article ➤ Read about and compare three African countries ➤ Take part in a debate ➤ Agree, disagree and give your opinions about a topic ➤ Evaluate your speaking and writing skills ➤ Complete a self-assessment task 	<ul style="list-style-type: none"> ➤ Make comparisons between East African athletes ➤ Give some good advice ➤ Make plans and suggestions ➤ Organize your study time better ➤ Decide on what actions are right and what are wrong ➤ Distinguish between right and wrong actions ➤ Check and correct mistakes in your work ➤ Order sentences to make a funny story ➤ Decide on what is fact and what is opinion ➤ Prepare a talk about the dangers of taking drugs ➤ Use appropriate language to express your wishes ➤ Make comparisons ➤ Discuss what makes you happy and what makes you sad

Source: Grade 9 and Grade 10 English Textbooks

The learning experiences designed in relation to the aforementioned competence are in a position to let students make some sort of decision. For instance, in some of the learning experiences students are required either to agree or disagree and to think about points supporting once own views and points against them so as to think about counter arguments (see Grade 9 textbook pages 48, 112, 178, etc. and Grade 10 textbook pages 68, 97, etc.). In such a case, it is likely that students get the chance to practice setting decisions in relation to their own agreement and/or disagreement.

There are also some other activities that require students to make comparison between different things. In doing so, it is likely that the students will get engaged in setting decision while comparing (see Grade 9 textbook pages 100, 101, 121, etc. and Grade 10 textbook pages 6, 178, etc.).

5.3 Partially Integrated Life Skills in English Curriculum

As stated in the research design and methods section of this investigation, life skills that are having competences without learning experiences or the vise-versa were described as they are partially integrated life skills. Content analysis of the curricular materials of English language has revealed that the skill of critical thinking is having learning experiences (activities) within the textbooks despite the fact that the competences set along with the activities are not aligned (associated) with the life skill in question. Let's look at the status of critical thinking skill in the curricular documents of English language:

5.3.1 Critical Thinking Skills

The English language curriculum materials had given no due regard to the development of students' critical thinking skill despite the fact that there are few practices that lend themselves to the development of the students' critical thinking skill. This becomes clear when one makes critical analysis of the curricular documents (especially the competences and the learning experiences therein). Of course, when observing the competences in the curricular documents none of them had significant implication with the elements of critical thinking; namely: analytic and synthetic abilities, objectivity, anticipation of consequences, intelligence, and logical thinking (see Appendix 6). This implies that, almost none of the competences in the English

language curricular materials have significant relation with, and of course, none of them contribute to the development of students' skill of critical thinking.

Despite the aforementioned fact, it is observed that some of the learning experiences in the textbooks have association with the skill of critical thinking. Of course, few of the learning experiences in the textbooks provide significant opportunity for students to develop their critical thinking skill. Among the few learning experiences that are encouraging the development of students critical thinking skills are the following: in Grade 9, on page 112 students are asked to tell their feeling with reason about whether watching television and listening radio is an advantage or disadvantage. On page 114 (Grade 9) students are asked to discuss with reason which of their own lifestyles would they like.

Similarly, in Grade 10, on page 35 students are asked to discuss in group what kind of stories they like to read and why. On page 58 (Grade 10) there is a list of eight wrong things; and students are asked to number those wrongs from 1 to 8 according to how serious they think they are. Again on page 101 (Grade 10 textbook) there are few why questions; amongst is, students are asked to share their view and explain the reason that drugs provide only temporal escape from reality.

5.4 The Neglected Life Skills

Through the content analysis it has been observed that there are life skills that are neglected within the English language curriculum documents. These life skills are identified in that there are no competences and associated learning experiences set (designed) within the textbooks despite the fact that there were possibilities to do so. These life skills include the skills of coping with emotion and stress, interpersonal relationship skill and the skill of problem solving. Let's look at the status of those life skills one by one:

5.4.1 Coping with Emotions and Stress Skills

The English language textbooks of both Grade 9 and Grade 10 give no significant attention (as it could be) to the integration of the skills of coping with emotion and stress; despite the fact that there were opportunities to do so. For instance, in Grade 9 textbook pages from 81 to 97 there is a unit (Unit 5). The unit was concerned with the issue of HIV/AIDS. In this case, it is common that people usually feel frustrated when seeing or contacting with PLWHA while indulged into a

state of an emotional upset. In such a case, it would be better if the students were to learn about how to manage emotions and stress. To do so, different kinds of activities, such as writing exercise or speaking tasks or games could be designed. However, there were no competences set and learning experiences designed that would help students develop the skills in question (for the competences see Appendix 6).

Similarly, Unit 12 (Grade 9 pages from 208 to 222) is about ‘Stigma and Discrimination’. In that unit students are required to learn about the various skills of language associated with disabled people. It is believed that people who suffer from stigma and discrimination are likely to feel with emotional upset and stress when they come across with ‘others’. Thus, it could be possible and yet, better if the students were given with the chance to learn about how they could help such kinds of people the way as to how to cope with emotions and stress. Despite this fact, there were no competences set and learning experiences designed that would help students develop the skills (for the competences see Appendix 6).

In Grade 10, there were also several chances to integrate the skill of coping with emotion and stress. As a case in point, Unit 2 (Grade 10, pages from 17 to 32) is concerned with ‘Health – First Aid’. In this unit students are supposed to learn about the various skills of language using ideas such as danger, accident, injuries, etc. In such a case, it could be possible and yet, significant for the students to learn about how to manage emotions and stress associated with such kinds of phenomenon. To do so, it could be possible to design activities or exercises that would call students to ask questions and answer the questions (dialogues, role plays, etc.) associated with what they would do when facing with problems of managing emotion and stress, in relation to accidents or dangers or the like. Furthermore, there are such similar units where by the skills of coping with emotion and stress could be integrated or learned; Unit 7 (Grade 10, pages from 118 to 139) concerned with the title ‘Natural Disaster’ and Unit 14 (Grade 10, pages from 208 to 224) concerned with the title ‘Birth, Weeding and Funeral’ are cases in point. However, there are no competences set and learning experiences designed that would help students develop the skills in question (for the competences see Appendix 6).

5.4.2 Interpersonal Relationship Skills

The English language curricular materials are also annulled with the important life skill (the skill of interpersonal relationship). When one sees the competences in both Grade 9 and Grade 10

English language textbooks there are no competence that are associated with the skill of interpersonal relationship (see Appendix 6). Yet, with the exception of the practices associated with participatory techniques of teaching (not specifically designed in relation to the skill of interpersonal relationship) that include group discussion and role plays, which may, one way or the other, help students' development of their interpersonal relationship skill (WHO, 1994) alongside with the various skills of language, there are no significant learning experiences specifically designed to help students develop their skill of interpersonal relationship.

5.4.3 Problem Solving Skills

As is customary, the competences set in the English language curriculum materials are strongly related with the development of the skills of language. Owing to this fact, much of the competences set in the textbooks are associated with the skills of language. However, the competences have no significant relation with the development of students' skill of problem solving (see Appendix 6).

Likewise, the learning experiences designed within the textbook are not aligned with the skill of problem solving. That is, there are varieties of exercises associated with reading, writing, speaking, listening, composition, etc. these kinds of activities will help the development of the various skills of language in students. However, they had no association with and contribute to the development of the skill of problem solving in students. This is because the activities were not related with authentic problems that could be presented as learning experiences to the students to challenge; and yet, students were not given the chance to resolve problems following the scientific procedures (steps) of problem solving (WHO, 1994; Foshay and Kirkley, 2003).

5.5 Conclusion

English language as a subject has given due attention to the integration of many of the core life skills; namely, self-awareness and self-esteem skills, assertiveness and resisting negative peer pressure skills, effective communication skill, empathy and sympathy skills, creative thinking skills and decision making skills. There are competences set within the curricular documents that are aligned with these skills. Furthermore, all the aforementioned life skills have appropriate learning experiences that are properly aligned with the competences set in relation to the life skills.

On the other hand, the skill of critical thinking is observed to be the only partially integrated life skill in the English language curriculum materials of the general secondary schools' curriculum. That is, there are few learning experiences associated with the skill of critical thinking although there are no competences associated with it. It is also found out that the skills of coping with emotions and stress, interpersonal relationship skills and problem solving skills are totally neglected in the English language curriculum documents. That is, these skills have no competence and they have no learning experiences associated with them. Thus, it can be said that these skills are neglected in the English language curriculum documents of the general secondary schools' of Ethiopia.

CHAPTER SIX

THE STATUS OF LIFE SKILLS IN THE GENERAL SECONDARY SCHOOL CIVICS AND ETHICAL EDUCATION CURRICULUM

6.1 Introduction

Civic and Ethical Education is taught as a subject at all grade levels in the formal school of Ethiopia beginning from grade five. According to Birhanu (2012), the rationale of providing Civic and Ethical Education in Ethiopia at all grade level in general and in secondary school in particular is to maintain students' civic knowledge, skill and change their civic attitude and behavior. Most likely this rationale is rooted in one of the general aims of the ETP of Ethiopia that states as education is aimed to bring up citizens who respect human rights, stand for the wellbeing as for equality, justice and peace, endowed with democratic culture and discipline (FDRE, 1994). Accordingly, CEE is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills.

Based on the aforementioned fact, this chapter is intended to present the status of life skills in the general secondary school CEE curriculum. Content analysis of the CEE curriculum materials has revealed that some of the core life skills were partially integrated and others were ignored. There were no life skills that were properly integrated within the CEE curricular materials of the general secondary school of Ethiopia. Thus, partially integrated life skills and the ignored life skills are presented part by part.

6.2 Partially Integrated Life Skills in Civics and Ethical Education Curriculum

Content analysis of the curriculum materials of CEE has revealed that assertiveness and resisting negative peer pressure skills, effective communication skill, critical thinking skill, creative thinking skill, and decision making skill are at least partially integrated within the CEE curricular materials. This implies that each of these life skills has either competences or learning experiences (but not both) that are associated with the skills in question. Let's look at the status of each of them one by one:

6.2.1 Assertiveness and Resisting Negative Peer Pressure Skills

Although there were significant opportunities to integrate the skills of assertiveness and resisting negative peer pressure, content analysis of the Civic and Ethical Education curricular materials of both Grade 9 and Grade 10 revealed that the designed curricular materials had not properly integrated the skills in question. This is clearly observed when critically analyzing the instructional objectives (competences) set and the learning experiences designed in both textbooks.

Here note that, most of the instructional objectives in the textbooks are such that they are strongly associated with the lower level of cognitive domain (namely knowledge and comprehension) (see Appendix 6). This is not to deny the existence of many instructional objectives that are associated with doing and the associated higher order thinking skills. Here are some of these kinds of instructional objectives (found in both Grade 9 and Grade 10 Civic and Ethical Education student textbooks) that have significant relation with the skills in question (assertiveness and resisting negative peer pressure):

- Defend your human and democratic rights.
- Respect the rule of law.
- Struggle against acts of injustice within the limits of your capacity.
- Take part in voluntary activities.
- Be industrious and have good work ethics.
- Participate in the democratic process of your country within the limit of your capacity.
- Be tolerant of cultural differences.
- Be patriotic.
- Be a self-reliant citizen.

Source: Grade 9 and Grade 10 Civic and Ethical Education Textbooks

Although such kinds of competences are set in the textbooks, the learning experiences designed for achieving the competences are not in a position to realize the competences under consideration (assertiveness and resisting negative peer pressure). This is because; firstly the book is filled with lots of written facts and conceptions. Secondly, the existing learning experiences are activities and/or case studies that are having no significant relation with the skills in question (assertiveness and resisting negative peer pressure). Thus, it can be said that the learning experiences designed are not strong enough to realize the competences.

For instance, to realize the competence ‘Defend your human and democratic rights’ lots of facts and concepts about what rights are, the types of rights every person and in particular children have, international conventions supporting the various children rights, etc. are presented suitably for teachers lecture and/or students reading and recitation (see Grade 9 textbook pages from 7 to 9). Next to the reading note, case studies are presented (in both Grade 9 and Grade 10). The case study (especially the case in Grade 9) is followed by questions that call for the comprehension of the ideas presented within the case. The picture below shows the case study with the associated question. It is about a Grade 9 student whose name is Anenni. She was raped by group of people who were accused and finally set in prison (see Grade 9 textbook, page 9). The questions read as:

Under which kind of right do you think that:

- Rape is a crime?
- The parents of Anenni brought the rapist to court?
- Anenni was going to school?
- Her decision to continue going to school is the correct decision?

Source: Grade 9 Civics and Ethical Education Textbook

UNIT 1 – BUILDING A DEMOCRATIC SYSTEM LESSON 2

Rights

CASE STUDY

Human Right's Abuse

Anenni lives with her parents who are farmers. She is 13 years of age and is learning in Grade 9 in a town near her home. After school, on her way back home, she met a group of three people coming towards her. Unable to escape, she was beaten up and raped.

The rapist was an HIV/AIDS victim. After a blood test, she knew that she had become a victim of HIV/AIDS. She continued going to school but was very upset. The rapist and his collaborators were brought before the court. The rapist was imprisoned with his accomplices. But Anenni has to live with HIV/AIDS for the rest of her life.

Under which kind of rights do you think that:

- Rape is a crime?
- The parents of Anenni brought the rapist to court?
- Anenni was going to school?
- Her decision to continue going to school is the correct decision?

The questions, as can be seen above, have no significant relation with the competence and surely they will never realize the competence set. Therefore, how can it be possible to say that the life skills (assertiveness and resisting negative peer pressure) be realized or addressed using this kind of learning experience? It could be possible to improve the case study and the questions so as to help the development of students' skills of assertiveness and resisting negative peer pressure. Furthermore, it could be possible to design activities like games, role plays, self or peer assessment or the like in order to address the competence set and/or the skills in question.

Similarly, to realize the competence that reads as: 'demonstrate tolerance of diversity', different facts and concepts are presented for students to read and recite. Next to the presentation of the concepts and the facts a case study is presented for the students. However, the questions are having no significant relation with the competences under consideration (see Grade 9 textbook, pages from 13 to 17). Look at the picture where there is the case study with its associated questions:

CASE STUDY

School friends

Aziza, Tolossa, Yerga, Mebrat and Leul are students in a high school. They are close friends. Aziza is a Muslim and Tolossa is a Protestant. Yerga is a Jehovah's Witness while Mebrat and Leul are Orthodox Christians.

These friends belong to different ethnic groups. Yerga is a Guraghe, Aziza is a Hararri and Tolossa is an Oromo, Mebrat is an Amara and Leul is a Tigre. They are very proud of their own religions, languages, and other cultural traits. As friends, they share similar views and respect each other's cultures. When the school year is over they have agreed to go to Emdeber and stay there for one week with Yerga's relatives.

Next year, during semester break, Tolossa has promised to take them to Gendeberet to visit his parents. They have agreed to continue this plan to visit everyone's relatives in order to see their way of life.

Form groups to discuss what lesson you learnt from the school friends in the case study. The group leaders should present their ideas to the class for discussion.

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The case study on the picture is about five close friends who belong to different ethnic and religious groups; and two of them are girls and the rest are boys. One of them invited others to visit his relatives in the countryside during summer vacation and one of the others promised to

take them to his relatives the next summer. The question states as follows: “Form groups to discuss what lesson you learnt from the school friends in the case study”. Do you think that such kinds of learning experiences will help students’ development of the skills of assertiveness and resisting negative peer pressure? The answer is no!! Rather, the case with the associated question may help students to understand the need to see ‘others’ culture or the reason for visiting other places and cultures. Of course, this has nothing to do with the development of the skills of assertiveness and resisting negative peer pressure in students.

To realize the competence that reads as: ‘be tolerant of cultural differences’, different facts and concepts were presented for students to read and recite. Next to the presentation of the concepts and the facts a case study was presented for the students. However, there are no questions at all that would help students practice or experience so as to develop the skills in question (see Grade 10 textbook, pages from 16 to 19). That is, students are simply left to read the case.

In short, as it can be seen from the two case studies above, although the competences set have some relation with the skills of assertiveness and resisting negative peer pressure, the case studies and their respective questions have no significant relation with the skills in question. These two case studies are presented here as examples to show how the life skills under consideration are not properly addressed within the school curriculum (especially within the Civic and Ethical Education textbooks) despite the fact that there are competences that have something to do with the skills.

6.2.2 Effective Communication Skill

When critically observing the objectives (competences) set in the CEE curricular documents of the general secondary schools’ of Ethiopia (Grade 9 and Grade 10) it is clear that most (almost all) of the objectives are associated with lower levels of the cognitive domain. Hence, they have lesser association with the skill of effective communication. Of course, most of the objectives in the curricular documents have no significant relation with important abilities that make up the skill of effective communication; namely patient listening, analytic ability, synthetic ability, sensitivity, expressive skills, confidence, creativity, objectivity, imaginability and reacting on the spur of the moment (see Appendix 6).

Despite the fact that there are no competences that are better associated with the skill of effective communication, there are activities (learning experiences) that are having something to do with the development of students' skill of effective communication. For instance, in both Grade 9 and Grade 10 CEE textbooks there are several activities that require students to make discussion (either in small group or in a whole class) (see Grade 9 pages 85, 109, 115 ...; and Grade 10 pages 9, 11, 125 and 131 ...). If properly implemented by teachers in the classroom, it is likely that these kinds of activities (the discussions) will help students develop the abilities to listen patiently, to analyze and synthesize information, to present ideas persuasively, to foresee the consequences of the communicative process, etc. In short, activities like discussion will have significant contribution to students' development of effective communication (including negotiation and conflict resolution) provided that they are to be properly implemented by the teacher in the classroom.

In addition to the practices of discussion, students are given with the chance of doing activities that will help them develop their effective communication skill. For instance, in Grade 9 Civic and Ethical Education textbook (page 67) students are required to visit a court. In so doing they are expected to silently observe the practices in the court and take notes. Finally, they are asked to organize their notes individually and present it to the class. These kinds of activities are very helpful for students development of various life skills, amongst is the skill of effective communication. Therefore, it would be better if such kinds of activities are additionally designed and infused within the textbook in order to help students' development of different life skills such as the skills of effective communication, assertiveness and critical thinking. In short, although there are no competences set in relation to the skill of effective communication, there are learning experiences that would help the development of the skill in question. That is why; I concluded that the skill of effective communication was partially integrated within the CEE curriculum materials of the general secondary schools' of Ethiopia.

6.2.3 Critical Thinking Skill

According to Critchley (2011), critical thinking can be found in six of the levels of the cognitive domain of Bloom's taxonomy of educational objectives. Within this domain, the skill levels increase through the stages of knowledge, comprehension, application, analysis, synthesis and evaluation (Bloom, 1956, Gronlund, 1985). It is in the last four areas that we can identify the

skills conventionally associated with critical thinking. Therefore, in order to infuse the skill of critical thinking within the school curriculum, at the outset, we have to set competences related with the last four levels of the cognitive domain of Bloom's taxonomy of educational objectives. Furthermore, the content presentation must be associated with the practices of questioning taken for granted assumptions. Supporting this, Santos and Fabricio (2006), stated that the development of critical thinking presupposes an ongoing questioning of taken-for-granted assumptions.

Based on the analysis made so far, with few exceptions, many of the competences set in both Grade 9 and Grade 10 CEE curricular documents are not associated with the skill of critical thinking. This is because the competences are usually at the lower level of the cognitive domain (especially at or below the level of comprehension) (see Appendix 6). Thus, it can be said that the competences set in the curricular materials are not appropriate to the skill of critical thinking. Despite this fact, there are varieties of learning experiences (activities) that will help the development of the skill of critical thinking in students.

In Grade 9 Civic and Ethical Education textbook there are various case studies presented for students as activities to be attempted. These activities, designed as learning experiences, have significant contribution to the development of students' critical thinking skill; provided that the activities are properly set in to effect at classroom level through the effective interaction between the teacher and the students. Let's look at some of the cases with their respective (few of the competence(s)) to see how far these activities promote the development of critical thinking skill in students.

Grade 9 in Unit 2 on page 37, to realize the competence "Distinguish between the power of limited and unlimited government." students are given with a real life based case study. As seen below the case study was a wonderful case study that will enable students to distinguish between limited and unlimited power within the classroom context of any school in Ethiopia. Interestingly the classroom monitors of both Section A and Section B, in the case study, have many positive sides, the difference being only on the issue in question (difference between limited and unlimited power). The question along with the case study is the most important part of the lesson that really will promote students' critical thinking skill development. It reads as "If you were to assign a monitor for your class, do you think there should be standards of conduct? Why?"

The case study with its associated question is likely to enable the students to develop their analytic and synthetic abilities (abilities within the skill of critical thinking). Particularly, the 'why' question has significant contribution to the development of critical thinking. According to Cottrell (2005), for critical thinking skill to develop in students, students need to develop the ability to critically evaluate the work of others. To do so, Bodner (1988) as cited in Cottrell (2005), suggests that, instead of focusing primarily on calculations, facts, concepts, etc., students should be looking for answers to questions such as 'How do we know . . . ?' and 'Why do we believe . . . ?' There are more than twenty different kinds of cases along with questions, in Grade 9 Civic and Ethical Education textbook, which will encourage students to develop their critical thinking skills.

CASE STUDY

The Experienced monitor versus the Accountable monitor

The monitor elected for Grade 9 Section A is Tikikil Zewedu - for Section B it is Kedir Dendro.


Section A

Tikikil is an outstanding student who is always neat and tidy and who does her work well. She usually has the right solution for most of the students' problems. Not only students but also teachers sometimes ask for her opinion before making a decision. She served the junior high school board as a student representative and was a success.

The students of Grade 9 Section A were happy to find such a monitor and agreed that they didn't need standard rules for the conduct of a monitor since their monitor had good experience of how the school functioned. They agreed that being a class monitor was a very simple task for her as she has high level management skills and is familiar with the operations of the school. This is much more complicated than being a class monitor.

Section B

On the other hand, Section B monitor, Kedir, is also well known in his school for his active involvement in



extra-curricular activities and his friendly attitude. He treats everybody well and is a good communicator. Unlike Section A students, Section B students decided to write down the rules for the standards of conduct for the monitor. They set detailed procedures of how he should carry out his duties and ways of reporting to the students and the teachers. They also set a maximum period to serve as a monitor. They have also agreed on, and made a list of, reasons which might lead to the monitor's removal.

? If you were to assign a monitor for your class, do you think there should be standards of conduct. Why?
Discuss this in the class.

When observing the competences of Grade 10 Civic and Ethical Education, there are many competences that are synonymous with those in Grade 9. Thus, most of the competences set in Grade 10 Civic and Ethical Education textbook are not associated with the skill of critical thinking. Yet, the way the learning experiences designed are not synonymous with those in

Grade 9, as does the competences. There are different case studies in Grade 10 too; however, they are presented simply in ways that facilitate comprehension and memorization. For instance, look at the case study on page 13.

The case study is about three students who were joking about the way people of different nationalities talk. While the three students were kept on talking the class atmosphere became very uncomfortable. Thus, another student who was known for being fair and sober asked the class to calm down and explained the class that such practices were against democratic thinking and practices as they had learned in Grade 9. In the meantime the Civic and Ethical Education teacher arrived. The teacher told the students that such kind of act was stereotyping and undemocratic and therefore, should be avoided.

The case study ends with the advice of the teacher. It simply presents a scenario. There is no any question that is intended to let students to think, let alone making critical thinking. How can it be possible to say that such kind of case study will encourage students' development of their critical thinking skill? It can't. Distressfully, there are many such kinds of case studies that simply present scenario with no question (see the cases studies in Grade 10 on pages 6, 13, 14, 28, etc.).

CASE STUDY

Stereotyping — Wrong Behaviour

A group of three students, Tabor, Zeynedin and Megerssa, started joking about the way people of different nationalities talk. They imitated some of them and were joking about how they speak and act. Some students reacted to the jokes and started to do the same on the nationalities of those who started it. The class atmosphere became very uncomfortable.

Fikria, a student known for being fair and sober, asked her classmates to calm down. She said, "In Grade 9 we learned that democracy is based on

the belief that all men are equal, so it is wrong to joke about the way people speak and act."

Students were listening to her attentively. The class atmosphere became normal by the time the civics and ethical education teacher arrived. Fikria explained to him what had happened. The teacher had to tell to students that stereotyping is a behaviour which is undemocratic and should be avoided. He emphasized to his students that respect for the culture of different nationalities is a fundamental principle of democracy.

On the other hand, there are some case studies that are followed by questions. However, the questions are not significantly associated with the skill of critical thinking as they are limited to knowledge and comprehension. Of course, most of the questions raised with the case studies are 'yes/no questions'. Look at the following case:

CASE STUDY

The Bale Peasant Rebellion (1963, 1970)

The Bale peasants revolted against the government in 1963 and 1970. They did this because the feudal lords had been treating them unfairly. The major cause of the rebellion was injustice related to the distribution of land. The government forced them to pay more tax. But the peasants failed to pay. Next the government officials took land from the local people and distributed it to their followers. As a result, the local farmers became landless and tenants on what had been their land. Government officials treated the local peasants badly so the peasants revolted. They fought against the government armed forces because of injustice and discrimination.

Source: Adapted from Bahru Zewde, 2005

Make groups and discuss these questions.

- Is it fair to take land from one group of people and give it to another?
- Is it fair to treat one group of people well while treating others badly?
- Do you think that injustice usually leads to conflict and civil war?

As seen on the case study above, there are questions associated with the scenario. However, the questions are not associated with reasoning. Rather, they are yes/no questions that are asking for opinions or beliefs. Thus, the questions have no significant relation with reasoning and critical thinking. Cottrell (2005) stated that critical thinking is associated with reasoning or with our capacity for rational thought. In this vein, the word 'rational' means 'using reasons' so as to solve problems. Accordingly, reasoning starts with ourselves; and includes having reasons for what we believe and do, and being aware of what these are; critically evaluating our own beliefs and actions; and being able to present to others the reasons for our beliefs and actions. Therefore, it can be concluded that the case studies and other learning experiences designed or presented in Grade 10 Civic and Ethical Education textbook are not competent enough to encourage students' development of critical thinking skill as do those in Grade 9. Thus, it can be concluded that the skill of critical thinking is partially integrated in grade 9 textbook of CEE, while it was neglected in grade 10 textbook of CEE.


6.2.4 Creative Thinking Skill

The skill of creative thinking was superficially treated in the CEE curricular materials. This is because of the link that exists between the skills of creative thinking and critical thinking. As seen above emphasis is given to the skill of critical thinking, especially in the Grade 9 Civic and Ethical Education textbook. The opportunity given to the skill of critical thinking in Grade 9 textbook has paved the way for creative thinking skill to be addressed at least at surface level.

CASE STUDY

Land Distribution in Ethiopia during Emperor Haile Selassie's reign

During the reign of Emperor Haile Selassie I officials who governed the different parts of the country were linked to his family. These rulers controlled all land and gave plots of land to the people who were close to them. Only the people who were close to the rulers benefited from the land distribution. Those people who worked hard but were not close to the ruling family did not have a chance to get land. Since most people in Ethiopia were farmers, getting land was very important to produce more and to get rich. Because of this the people worked hard but those who had no land remained very poor; yet those who did not work, but were close to the rulers, benefited by getting more land.



The Ethiopian farmer led a miserable life under the monarchy

? Discuss whether the land distribution during the reign of Emperor Haile Selassie I was equitable or not. What would have been a better method of land distribution?

For instance, on page 59 there is a case study describing the land distribution in Ethiopia during the reign of Emperor Haile Selassie I (see the picture above). At the end of the case study students are asked to evaluate whether the land distribution was equitable or not; and then they are asked to recommend what would have been the better method of land distribution. The questions presented in line with the case study are likely to let students think about ways as to how to create equitable method of land distribution among the mass. In attempting the questions students will start to think divergently in a novel way. Furthermore, such kinds of questions are likely to help students to generate many ideas (fluency), to shift perspectives (flexibility) and to think differently (originality). There are such similar kinds of case studies and questions

presented in the textbook of Grade 9 Civic and Ethical Education (see the case studies on pages 85, 95, 104, etc.).

As the skill of critical thinking is not properly addressed in the Civic and Ethical Education of grade 10 textbook, so is the skill of creative thinking. This is evident when one examines the competences set and the learning experiences designed. The competences set in the textbook are usually those that are associated with lower order thinking skills such as knowing and comprehension (see Appendix 6). Furthermore, the learning experiences designed in grade 10 CEE textbook are usually focused on encouraging students to memorize facts and concepts. In addition to the notes of the various concepts (presented in a gazette approach) within the textbook, there are case studies presented as learning experiences to be attempted by students. However, most of the case studies, as seen above, are either void of any question that stimulate thinking (in this case, creative thinking) or have questions that simply stimulate comprehension. Thus, it can be said that grade 10 textbook gives due regard to recitation and comprehension than criticality and creative thinking. In short, it can be concluded that the skill of creative thinking is at least partially addressed within the grade 9 textbook of CEE while it is ignored in the grade 10 textbook.

6.2.5 Decision Making Skill

In the Civic and Ethical Education textbooks in both Grade 9 and Grade 10, Unit 8, there are lesson topics called ‘Decision Making’ and ‘Self-reliance and Decision Making’ respectively. In this case, it seems that the books have given emphasis to the life skill in question. Of course, the competences set in both grade levels along with the stated lesson topics are relatively better in describing higher order thinking skill that can actually address the skill of decision making. For instance, in Grade 9 textbook the competences set in relation to the lesson topic ‘Decision Making’ as seen below are having significant relation to the development of decision making skill of students.

Grade 9 Competences related with the lesson topic ‘Decision Making’:

- | |
|--|
| <ul style="list-style-type: none">➤ Explain what decision making means.➤ Make appropriate decisions as a self-reliant person. |
|--|

Source: Grade 9 Civic and Ethical Education Textbook

However, the learning experiences designed in the textbook of grade 9 are not appropriate enough in enabling students to be good decision makers. Rather, the learning experiences are more encouraging students to read and recite facts and conceptions. Therefore, it will be only the first competence that will be addressed in students. Here it should be noted that, the textbook presents full of notes on what decision making means, the features of an appropriate decision and the steps of decision making. There is only one case study that describes a wrong decision with its bad result. The existing learning experience which is dominated by lecture notes and a single case study (see grade 9 textbook pages from 128 to 131) cannot help students make appropriate decisions. It could be better if students were given with the chance to drill or repeatedly practice setting decisions on varieties of issues that require them to set decisions.

The competence set in Grade 10 in relation to the lesson topic ‘Self-Reliance and Decision Making’ is at lower level of thinking skill. Look at the competence below:

- Explain how a self-reliant person makes decisions.

As seen above, the competence set for grade 10 is more suited to the recitation of facts and conceptions. It has no significant relation with the development of the skill of decision making. Furthermore, the learning experiences designed are full of lecture notes. Although there are two case studies, the scenarios presented in both cases are unrelated to the skill of decision making, That is, the first one is about ‘Discouraging and Encouraging others’ while the second one is about the rules of public debate (see pages from 130 to 132 of Grade 10 textbook), both of which are not significantly related to the development of the skill of decision making.

Decision is/can be made every day in all walks of life. This implies that the various social issues in the textbooks of both grade 9 and grade 10 are having significant relation with the development of decision making skill. Thus, in addition to the lesson topics that are specifically designed in relation to the skill of decision making there could be varieties of lessons in each unit of both grade 9 and grade 10 that could properly address the skill under consideration. We could design varieties of learning experiences that could enable students to practice and develop decision making skill in students along with the learning of the various issues raised in the textbooks. In short, it can be said that the skill of decision making is integrated within the

curricular materials of the CEE only structurally, but not functionally; and that, it can be concluded as it is integrated only partially within the textbooks of both grade 9 and grade 10.

6.3 Neglected Life Skills in Civics and Ethical Education Curriculum

Content analysis of the curricular materials of CEE has also revealed that self-awareness and self-esteem skills, coping with emotion and stress skills, interpersonal relationship skills, empathy and sympathy skills, and problem solving skills are ignored within the curricular materials of the CEE. That is, there is no competence set and learning experiences designed within the textbooks of both grade 9 and grade 10 that are associated with the five groups of life skills mentioned so far. Let's have a look into the status of each group of life skills turn by turn:

6.3.1 Self Awareness and Self Esteem Skills

In the Civic and Ethical Education subject, both in grade 9 and grade 10 levels, there are varieties of lesson contents that could help students' development of their self-awareness and self-esteem skills. However, the designed competences and learning experiences have no significant relation and/or contribution to the development of students' skills of self-awareness and self-esteem. Each of the units in this subject (Civic and Ethical Education) in both grade 9 and 10 have some important lesson topics that will help students' development of the life skills in question (self-awareness and self-esteem skills). The units within the textbooks are listed as here in below:

- Unit 1 Building a Democratic System
- Unit 2 Rules of Law
- Unit 3 Equality
- Unit 4 Justice
- Unit 5 Patriotism
- Unit 6 Responsibility
- Unit 7 Industriousness
- Unit 8 Self Reliance
- Unit 9 Saving
- Unit 10 Active Community Participation
- Unit 11 Pursuit of Wisdom

Source: Grade 9 and Grade 10 CEE Textbooks

In each of the aforementioned unit it could be possible to design varieties of lesson topics that could help students' find opportunities for identifying their own individual strengths and

weakness in terms of realizing the behaviors associated with the lesson contents. This could be carried in terms of self-assessment and peer assessment practices by the use of self-assessment or peer assessment checklists. Furthermore, students could also find ways to further improve their strengths while resolving their limitations using learning experiences that would allow them to practice the required behavior associated with the lesson contents.

For instance, in Unit 1 in both Grade 9 and Grade 10 there are lessons on the rights and obligations of individuals. In these lessons students could be given with the chance of identifying their own strengths and weakness in defending their own human and democratic rights, in responding to their obligations, in their own state of tolerating diversity, etc. However, the learning outcomes in the textbook are not in a position to let students to do so. Let's see some of the objectives:

- Explain the basic human and democratic rights which all people have.
- Describe the interdependence between democratic and human rights.
- Explain why it is sometimes necessary to limit rights.
- Defend your human and democratic rights.
- Explain the respect that should be accorded to different cultures in order for equality to prevail.
- Respect the culture of your citizens.

Source: Grade 9 and Grade 10 Civic and Ethical Education Textbooks

It is clear that the aforementioned objectives, and most of the remaining objectives in both Grade 9 and Grade 10 Civic and Ethical Education textbooks have nothing to do with self-assessment and therefore, with self-awareness (see Appendix 6). Hence, the objectives need to be improved to realize the integrations of the skills of self-awareness and self-esteem. The improved lesson objectives could look like the following:

- Assess their own strengths and weakness in defending their own human and democratic rights.
- Make self-stricture and be open to listen to peer stricture regarding once own weakness in defending the rights of others.

Similarly, in Grade 9, Unit 2 students are required to learn about Article 25 of the Ethiopian Constitution. This article is about the right to equality; and states as “All persons are equal before

the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall guarantee to all persons equal and effective protection without discrimination on grounds of race, nation, nationality, or other social origin, color, sex, language, religion, political or other opinion, property, birth or other status.” In addition to memorizing the article of the constitution students could be given the chance to make self or peer assessment against standard checklist that would enable each of them to see their own strengths and weakness in relation to the realization of behaviors associated with the article.

Likewise, varieties of activities could be designed within the textbooks in relation to the contents of each of the units of the two grade levels. Despite this fact, the presentation of contents in both textbooks (Grade 9 and Grade 10) are much more focused on imparting content knowledge and creating understanding of the contents learned. No significant activities and practices are designed in the textbooks that will help students develop their self-awareness and self-esteem skill.

6.3.2 Coping with Emotion and Stress Skills

In the Civic and Ethical Education textbooks it is observed that both the competences and the learning experiences have no significant relation with and contribution to the development of the skills in question (coping with emotions and stress). That is, none of the objectives have significant relation with the skill of coping with emotion and stress (see Appendix 6). Furthermore, none of the lesson contents and the learning experiences have significant relation with the life skills in question.

Despite the aforementioned fact, there are few opportunities where by the skills of coping with emotion and stress could be integrated. In Unit 6 (both Grade 9 and Grade 10 textbooks) there is a lesson on the topic HIV/AIDS. In that lesson it could be possible to let students read the emotion of people with HIV/AIDS. In so doing they would develop the ability to recognize the emotion and feelings of other people and there by their own (feelings of emotion and stress). To that end, there could be objectives and associated learning experiences that would enable students develop the skill of managing emotions and stress. The competences could be stated as:

- Read the emotion of PLWHA and respond accordingly.

- Read their own emotion and stress so as to manage them when they are faced with situations that might expose them to HIV/AIDS or other problem.

The competences listed above need to be accompanied with learning experiences that would help to realize them. The learning experiences would be visiting nearby health institution where there are PLWHA; presenting cases associated with reading and managing emotions and stress; games, role plays and similar ways of entertainments; etc. Content analysis of the textbooks of both Grade 9 and Grade 10 Civic and Ethical Education revealed that there are no such kinds of competences (see Appendix 6) and learning experiences. This reality led me to the conclusion that the skill of managing emotions and stress were not addressed (integrated) within the textbooks of Grade 9 and Grade 10 Civic and Ethical Education.

6.3.3 Interpersonal Relationship Skill

Content analysis of the curricular materials of the Civic and Ethical Education of both Grade 9 and Grade 10 also showed that the materials were void of the skill of interpersonal relationship. This is clearly observed when one makes critical analysis of the competences set and the learning experiences designed. Of course, with very few exceptions almost all the competences in both Grade 9 and Grade 10 textbooks has no significant relation with the development of the skill of interpersonal relationship (see Appendix 6). Furthermore, there are no significant learning experiences that will enable students' development of their interpersonal relationship skill except those related with the few group discussions available in the textbooks.

Despite the aforementioned fact, there were several opportunities that would enable students development of the various abilities associated with the skill of interpersonal relationship; namely: sensitivity, tolerance, positive attitude, accepting others as they are, etiquette and reacting appropriately, healthy distance, lack of prejudices and stereotypes, caring for and forgiving others, and sharing and working with others. To do so, the following types of objectives (competences) could be set at the outset within either of the units in the textbooks:

- Be sensitive to the feelings, emotions and needs of others.
- Endure and respect feelings, views, attitudes etc., of others in interpersonal interactions irrespective of agreement or disagreement on them.
- See the positive aspects in others and appreciate them.

- Accept others with their strengths and weaknesses as it exists without showing any personal bias or prejudice about them.
- Show behavior that is appropriate to different social situations which can earn respect.
- Take only that much of liberty as the relationship empowers and demands and not misuse the liberty between any two individuals in any social situation.
- Interact freely with other people without being governed by preconceived notions about individuals /groups in any social situation.
- Care and maintain the health of others body and the wellness of their mind through educating, support, etc. on a cooperative base.
- Share ideas, money, materials, etc. and work together with others.

The aforementioned competences needed to be accompanied with the following types of activities (learning experiences) that would help realize the competences set: case studies, role plays, drama, etc. However, there were no such kinds of learning experiences related with the aforementioned competences (objectives). That is, there were no competences with their associated learning experiences that would help develop the life skill in question.

6.3.4 Empathy and Sympathy Skills

The other neglected life skills in the CEE curriculum materials are the skills of empathy and sympathy. This is clearly observed while making critical scrutiny into the competences set and the learning experiences designed. As mentioned repeatedly, most of the competences set in the curricular documents of CEE are associated with the lower level cognitive domains. Hence, except with very few competences, which are to some degree associated with the skills in question, almost all of the competences have no significant alignment with the skills of empathy and sympathy (see Appendix 6).

Furthermore, there are no learning experiences related with the skills of empathy and sympathy, despite the fact that there were significant opportunities to avail many activities (learning experiences) that would help the development of the skills in question. Of course, it could be possible to set the competences and the respective learning experiences in the following units and/or topics of the textbooks while designing the curriculum documents: in units 5 (Patriotism), in units 6 (Responsibility), in units 7 (Industriousness) and in units 10 (Active Community Participation) in both Grade 9 and Grade 10). The competences could look like the following:

- Sense the feelings, needs, etc. of other people
- Assess the requirement of assistance to others in need, in society, excluding one's own personal biases.
- Feel responsible for the society by way of understanding the needs, emotions and actions of people
- Contribute to the welfare of society and its members.
- Feel that it is one's duty to understand the feelings, needs, actions and emotions of people in society
- Extend help voluntarily without even being asked for.

6.3.5 Problem Solving Skill

Content analysis of the curricular materials of Civic and Ethical Education has also revealed that the skill of problem solving is annulled from the curriculum documents. This is based on the fact that both the competences set and the learning experiences designed in the Civic and Ethical Education are not properly aligned with the requirement of problem solving skill despite the fact that there were opportunities to do so.

Here one can argue that those of the competences associated with doing were having significant relation with problem solving. This is very clear when seeing specific task based competence. For example, the competence that states 'protect oneself from HIV/AIDS' has significant relation with problem solving. This is because, if one is able to protect himself/herself from the pandemic of HIV/AIDS one way or the other he/she is solving a problem. Here one can make a mention of such kinds of competences that were having something to do with 'doing'. The following could be mentioned as examples: -

Grade 9	Grade 10
<ul style="list-style-type: none"> ➤ Defend your human and democratic rights. ➤ Give due respect to your friends. ➤ Respect the rule of law. ➤ Respect the culture of your citizens. ➤ Be dedicated citizens of Ethiopia. ➤ Fight against poverty and backwardness. ➤ Protect our natural resources and our historical and cultural heritages. ➤ Protect yourself from the pandemic of HIV/AIDS. 	<ul style="list-style-type: none"> ➤ Participate in the democratic process of your country within the limit of your capacity. ➤ Be tolerant of cultural differences. ➤ Abide by the rule of law yourself. ➤ Respect gender equality. ➤ Respect the equality of citizens. ➤ Respect the national flag. ➤ Defend the common good.

<ul style="list-style-type: none"> ➤ Give the necessary support to HIV/AIDS victims. ➤ Be industrious and have good work ethics. ➤ Act in an ethical way in your school and class activities. ➤ Avoid extravagant practices. ➤ Participate in the affairs of your class, school and community. ➤ Adhere to truth not falsehood. 	<ul style="list-style-type: none"> ➤ Be patriotic. ➤ Commit to giving voluntary services to your community. ➤ Help to combat HIV/AIDS. ➤ Be a self-reliant citizen. ➤ Plan a budget and be economical. ➤ Plan your life. ➤ Be better readers.
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Source: Grade 9 and Grade 10 Civic and Ethical Education Textbooks

In such a case, one can argue that the aforementioned kinds of competences that are associated with ‘doing’ than ‘knowing’ (knowledge acquisition) either directly or indirectly have something to do with problem solving. Despite this fact, it is conceivable that ‘doing’ by its very nature doesn’t necessarily promote the development of the skill of problem solving. This is because, as stated above, the development of problem solving skills requires students to tackle authentic problems in accordance with the appropriate procedures. However, there are no problem situations presented to students to be solved within the textbooks of Civic and Ethical Education of Grade 9 and Grade 10. This suffices to come to the conclusion that the skill of problem solving is not properly addressed (rather deserted) within the textbooks of Civic and Ethical Education of both Grade 9 and Grade 10.

6.4 Conclusion

From the forgoing discussion, it is observed that assertiveness and resisting negative peer pressure skills, effective communication skill, critical thinking skill, creative thinking skill, and decision making skill are at least partially integrated within the Civic and Ethical Education curricular materials. That is, at least there are competences or learning experiences that are associated with the skills in question. On the other hand, self-awareness and self-esteem skills, coping with emotion and stress skills, interpersonal relationship skills, empathy and sympathy skills, and problem solving skills are ignored within the curricular materials of the Civic and Ethical Education. There are no competence set that are associated with these five groups of life skills. Furthermore, the learning experiences designed within the textbooks of both Grade 9 and Grade 10 are having nothing to do with the development of the latter five groups of life skills.

CHAPTER SEVEN
THE STATUS OF LIFE SKILLS IN THE GENERAL SECONDARY SCHOOL
BIOLOGY CURRICULUM

7.1 Introduction

It is known that Biology is the science that studies living organisms and how they interact with one another and their environment. Humans as parts in living organisms are rigorously studied in Biology. Thus, there is strong interest to deal with mankind and how humans interact with other living organisms and the environment. This makes it imperative that biology has strong link with life skills. The intent of this chapter is to describe the status of life skills in the Biology curriculum materials of the general secondary school of Ethiopia. Based on this fact, in this chapter I have described the standing of life skills in the Biology curriculum materials.

7.2 Partially Integrated Life Skills in the Biology Curriculum

As stated so far, those skills that were having either competence or learning experiences are termed to be partially integrated life skills. Owing to this fact, through the content analysis, it is observed that the skill of effective communication is the only life skill that is partially integrated within the Biology curricular materials of the Ethiopian general secondary school. Let's look at the status of the skill of effective communication within the Biology curriculum documents in detail:

7.2.1 Effective Communication Skills

The curricular materials of Biology have given due attention to the impartation of its respective subject contents. Thus, content analysis of the curricular materials has revealed that the skill of effective communication was not properly addressed. This is not to deny the existence of few practices available in the textbooks as opportunities for students' effective communication skill development. For instance, in Biology both Grade 9 and Grade 10 textbooks there are few chances given for students to write up reports of their observation and experimentation. Of course, there are many activities in both Grade 9 and Grade 10 Biology textbooks that require students to conduct experiments and make observations. At the end of each experiment and/or observation students are asked to write up their reports. In such a case, it is likely that students find chances to develop their ability to analyze and synthesize (the different components of

effective communication). Thus, such kinds of practices will help students develop their effective communication skill.

Despite the aforementioned facts, there are no competences set in relation to the skill in question (see Appendix 6). Here one can argue that the various objectives that require students to explain or describe concepts of the subject matter have something to do with the skill of effective communication. Of course, when explaining or describing ideas, students will be able to analyze and/or synthesize concepts and ideas; thus, developing the skill of effective communication. However, as stages of the lower levels of the cognitive domain, the acts of explaining and describing are usually limited to the regurgitation of the concepts learned. Thus, the practices will not be able to help students develop the abilities to analyze and synthesize (abilities of effective communication).

Based on this fact, it would be better if there were appropriate competences, associated with the skill in question, set at the outset of the curriculum designing practices so as to make the skill of effective communication to be properly integrated. The competences could include the following:

- Receive auditory inputs with full respect in a sustained manner without interrupting others until they are completed.
- Analyze different components of a piece of information in any communication process, in order to understand its content.
- Integrate the different pieces of information in an experiment thereby creating a meaningful picture of sets of information into an organized whole.

These kinds of competences would elicit interactive practices to be designed in the textbooks as learning experiences. Therefore, it can be said that the objectives in the textbook are set not in view of addressing the skill of effective communication; but in view of enabling students to memorize and finally to respond it when they are asked.

7.3 Neglected Life Skills in the Biology Curriculum

In the curriculum materials of both Grade 9 and Grade 10 Biology there are no competences and learning experiences related with the following group of life skills: self-awareness and self-

esteem skills, assertiveness and resisting negative peer pressure skills, coping with emotions and stress skills, interpersonal relationship skills, empathy and sympathy skills, critical thinking skills, creative thinking skills, decision making skills, and problem solving skills. Therefore, these life skills are believed to be ignored within the Biology curriculum documents. Let's look them apart:

7.3.1 Self-Awareness and Self Esteem Skills

The skill of self-awareness and self-esteem are to very limited degree considered in both Grade 9 and Grade 10 Biology curricular materials. That is to say, it is only within very few places of the textbooks that these life skills are integrated (of course partially). Amongst the few places where the life skills (self-awareness and self-esteem) are integrated were as follows. In Grade 9 Biology, Unit 3, there is a topic called 'The Circulatory System'. In this lesson students are required to measure their own heart rate and investigate the effect of activities on their own heart rate (see Grade 9 Biology textbook page 111). This activity will help students evaluate themselves (self-awareness) as to how fit they are (or how fit they are not), whether they are worried, stressed, angry or not so as to care for themselves (self-esteem).

In addition, in Unit 3 Biology Grade 9 there is a lesson on balanced diet. In this lesson students are required to make a diet diary (see Grade 9 Biology page 66). This activity request students to record everything they eat and drink every day for a week. Then they are required to analyze the food they ate and evaluate it as it is whether balanced or not. This will help them improve their own food eating tradition (self-esteem). In Grade 10 Biology, Unit 3 on page 91 there is an activity that calls students to investigate the sense of touch and temperature. In this activity students find the chance to identify which part of their skin or body is more or less sensitive to the sense of touching and temperature (self-awareness).

Except the aforementioned few practices, it can be said that the textbooks of Biology are totally void of the stated life skills, despite the fact that there were several opportunities to integrate the life skills in question. Now let's look at some of the opportunities where the stated life skills could be integrated. In Grade 9 Biology, Unit 1 while learning about the renowned Ethiopian scientists, each student could have started examining his/her own individual potentiality, personal inclination, interest or talent so as to start to question who he/she is (self-identification). However, presentation of the textbook is in such a way that it encourages students simply to

memorize the facts presented in it. This is evident while one examines the lesson objectives and the content presentation of the text books. The lesson objectives stated as follows: -

- Name at least one renowned Ethiopian biologist.
- Explain the contributions of the renowned Ethiopian biologist.

Source: Grade 9 Biology Textbook

The contents in relation to the stated objectives are presented in a gazette approach. Hence, the objectives stated and the content presentations are all limited to the level of enabling students recite facts and concepts. Despite this fact, there could be objective(s) that state as ‘identify once own personal talent as whether he/she is a biologist or not or what so ever.’ This type of objective could help the students to set their future visions and above all it could help students identify their own personal talents or capabilities.

Similarly, in Unit 3, Grade 9 Biology there is content entitled with the topic Food and Nutrition. The objectives of the lesson are stated as follows:

- List the six classes of food.
- Conduct simple tests for starch, protein, fats and vitamin C.
- Define nutrition as obtaining food in order to carry out life processes.
- Define balanced diet as a diet that is made up of the four food groups.
- Compose simple examples of balanced breakfast, lunch and dinner.

Source: Grade 9 Biology Textbook

As seen on the list, all the objectives are expressive of lower levels of the cognitive process and yet, they have no significant relation with the skills of self-awareness and self-esteem. Rather, they require students simply to memorize the facts presented to them. However, students could learn about their likes and dislikes in terms of food items and how this affects their life and health (self-awareness). Thus, there could be objectives like the following:

- Identify the types of food that they prefer eating and analyze them against the various types of food items.
- Evaluate their preferences in food items as balanced or none-balanced diets and suggest possible ways of improving their diet.

Furthermore, in the same lesson topic (Food and Nutrition) students are required to learn about the concept: Body Mass Index (BMI) (see page 66). Instead of simply reciting the facts associated with the lesson content, students could have learned about how this index works in once own life and how it affects and is being affected by once way of living. Thus, they could calculate their own BMI (self-evaluation and reflection) and find mechanisms to control their body weight so as to avoid being underweight or obesity in one self so as to maintain an optimal way of life (self-esteem). It is in this way that the contents would help students to develop self-esteem and other related life skills. In so doing, the content would also become more meaningful to the students.

In Grade 9, unit 3 there is also a lesson topic with a title the ‘Circulatory System’. In this topic students are expected to learn about common problems of the circulatory system (see pages from 114 to 116). Here the book presented different facts related with the lesson topic. It could be possible and yet important to let students to examine their own status in relation to the common problems of the circulatory system (anemia, hypertension) (self-awareness) so as to attend the necessary medication (if need be) (self-esteem).

Similarly, in Grade 9, Unit 4 there is a lesson concerned with disease (see pages from 137 to 151). In this lesson students are required to learn about the causes, symptoms, and prevention and control mechanisms of different kinds of diseases. In such a case, it could be possible to let students to examine their own style of life (their strengths and weakness) against the causes and prevention mechanisms of each of the diseases (self-awareness) in order to make the necessary improvements in once own way of life (self-esteem). Despite this fact, the presentation of the lesson topic is such that it simply lets students to memorize several facts associated with various kinds of diseases. Look at how the lesson objectives are stated:

- Explain the causes, symptoms, transmission and prevention of tapeworm, tuberculosis, malaria, and diarrhea.
- Explain the causes, symptoms, transmission and prevention of syphilis, gonorrhoea and chancroid.
- Explain how medicines should be handled properly.
- State the risks of depending on and taking self-prescribed medicines.
- Use information on medicine packs and leaflets properly.
- Appreciate the role of traditional medicines.

Source: Grade 9 Biology Textbook

As seen above the objectives set are totally focused on lower order thinking skills. Hence, how can such kinds of learning outcome enable students' development of life skills (be it, self-awareness or self-esteem or any other)? Within the same lesson content there is a lesson topic on HIV/AIDS. Look how the objectives are stated:

- Show the local, national and global distribution of HIV and AIDS using graphs and maps.
- Explain the impacts of HIV and AIDS in the society.
- Demonstrate methods of giving care and support for PLWHA.
- Express willingness to give care and support to PLWHA.
- Describe the structures and functions of the lymphatic system.
- Explain how HIV affects the immune system.
- Explain the importance of VCT services.
- Express willingness to voluntarily participate in VCT services.
- Show willingness to conform to responsible sexual behavior.
- Demonstrate assertiveness, decision making, and problem solving skills as life skills that help them to prevent HIV.

Source: Grade 9 Biology Textbook

Although there was possibility to integrate self-awareness and self-esteem skills in the aforementioned lesson topic, none of the objectives are properly set in relation to the skills in question. Of course, there could be learning outcomes (objectives) that could help students develop the stated life skills. In relation to this fact, there could be objectives stated as here in below:

- Identify one's own status of HIV/AIDS through VCT.
- Take measures or care for the self through the application of appropriate mechanisms of preventing oneself from HIV/AIDS.

In short, as seen above there are no objectives that could help students develop self-awareness and self-esteem skills. In general, there were many chances where by self-awareness and self-esteem could be properly addressed in Grade 9 Biology text book. However, the way the learning outcomes were stated and the content presentation showed that the textbook failed to properly address the stated life skills. This is also true with Grade 10 Biology text book.

In Grade 10 Biology, there were significant opportunities for students to learn and/or develop self-awareness and self-esteem skills. For instance, in Unit 3 there is a lesson topic called Drug Abuse (see Grade 10 Biology textbook, page 64). While learning about the idea of drug abuse

students could identify whether they personally like or dislike the different kinds of legal and illegal drugs; and why they like or dislike them (self-awareness). Despite this fact, the presentation of content in the textbook is in such a way that it requires students' simply to recall facts and information. Look at the objectives of the lesson:

- Define substance abuse, explain its effects, its status in Ethiopia and possible preventive measures.
- Give examples of drugs abused in the locality.
- Express willingness to conform to a drug free lifestyle.

Source: Grade 10 Biology Textbook

However, it could be possible to design objectives, contents and activities in a way that would encourage students' development of self-awareness and self-esteem skills. The lesson objectives could be paraphrased as follows:

- Identify themselves as they like or dislike any one of the drugs and explain why they did so
- Evaluate the self as he/she is courageous or not in maintaining drug free personality; etc.

Similarly, while learning about the different sense organs students could learn about the status of the functioning of each of their sense organs (see Grade 10 Biology textbook, pages from 76 to 92). They could identify the possible health problems associated with each of their sense organs. This intern could help them identify their own strengths and weaknesses in terms of the functioning of their sense organs, identify the causes of health problems of their own sense organs and find out ways of improving their health status. Despite this fact, the objectives set in the textbook are all about different facts and conceptions. Hence, the competences required students simply to recall the facts and the concepts presented to them. Here are the learning outcomes stated in the textbook:

- Indicate the structures of the human eye, ears, skin, tongue and nose using diagram or models, and describe their functions and methods of caring for them.
- Show the structures of the eye using sheep/cow eye.
- Describe image formation and accommodation.
- Demonstrate the blind spot.
- List common eye defects in humans and explain their causes and the available corrective measures.
- Explain how balance is maintained by the inner ear.
- Identify the taste areas of the tongue.

- Conduct an experiment to prove that the actual taste of food is a mixture of taste and smell.
- Draw and label the smelling organ.
- Draw and label the structure of the skin.

Source: Grade 10 Biology Textbook

As seen above on the list of the competences (instructional objectives), none of the instructional objectives have significant relation with the skill of self-awareness and self-esteem. Furthermore, the content presentation, as is usual, follows the gazette approach. Hence, it simply used to encourage students to memorize the facts in it. It could be possible to set objective and design contents and activities in a way that would encourage the development of the life skill under consideration. For instance, we could have the following kinds of instructional objectives and we could design contents and activities accordingly:

- identify defects of their own sense organs (eyes, ears, etc)
- find ways to improve the defects of their own sense organs

In Grade 10 Biology Unit 3 there is a lesson called ‘The Endocrine Gland’. In this lesson students are intended to learn about hormones, problems associated with hormonal changes and bodily changes associated with hormonal changes of the body (see pages from 93 to 106). Here it could be possible to let students to identify the status of sugar level in their own blood so as to check whether each individual has either diabetic problem or not (self-awareness). Furthermore, it could be possible to let students to identify and evaluate the bodily changes associated with the gonads (the endocrine glands that produce some of the sex hormones) such as the changes during puberty. The following types of objectives could be set and consequently would help students develop the associated life skills (self-awareness and self-esteem).

- Determine the status of sugar in their blood and make necessary improvement in diet, if need be.
- Identify and appreciate the bodily changes of the self as a result of the hormonal changes of puberty and/or adolescent.

In Grade 10 Biology textbook, in unit three there is also a lesson on reproductive health. This topic was intended to teach students about contraception, HIV/AIDS, life skills related with HIV/AIDS and others (see pages from 109 to 119). In this topic it could be possible to help

students develop the skill of self-awareness. To do so, the lesson had to be designed in a way that would help students' development of self-awareness skill. There should be lesson objectives that would let students make test for HIV/AIDS (self-awareness). There should also be another lesson objective that would help students identify their own strengths and weakness in preventing themselves from HIV/AIDS. Despite this fact, the lesson objectives set in the textbook are all at the lower level of the cognitive process that encouraged students simply to memorize facts and information. Furthermore, the content presentation in the textbook also followed the gazette approach that encourages teachers to lecture and students to memorize and recite. Look at the following learning competences that are listed within the textbook:

- List the different birth control methods and explain how each one works.
- Describe the symptoms and incubation period of HIV/AIDS.
- Explain how AIDS is currently treated.
- Demonstrate life skills that help them prevent from HIV/AIDS.

Source: Grade 10 Biology Textbook

The objectives set in relation to life skills in both Grade 9 and Grade 10 Biology had no significant relation with the life skills under consideration. Yet, the content presentation in both textbooks is such that it presents full of fact about HIV/AIDS, especially about what it is, how it is related with the immune system, its prevalence in Ethiopia, its symptoms, its prevention and treatment, stigma and discrimination, etc. Such kinds of content presentation by no means contribute to the development of skills, in this case, life skills; rather it may contribute only to knowing and understanding of the facts associated with the issue in question (HIV/AIDS). Furthermore, it should be noted that the objective set and the contents presented in relation to the idea of life skills are simply intended to let students recite facts. This form of integration may be termed as structural integration (Ingram, 1979) which is not as effective as the functional form of integration. This is because, structural form of integration simply lets students memorize facts and conceptions associated with the life skills under consideration.

Finally, in Unit 5 of Biology Grade 10 textbook there are lessons concerned with the conservation of natural resources. Although there was possibility of integrating the stated life skills (self-awareness and self-esteem), analysis of the objectives set and the content presentation reflected that there was no effort paid to do so. As already been stated, the objectives are

reflective of lower order thinking skills and yet, the content presented encourage simple memorization of fact and concepts. Despite this fact, it could be possible to integrate the life skills under consideration (self-awareness and self-esteem). To do so, there could be objectives that state as follows:

- Assess your own behavior in terms of its strengths and weakness in conserving natural resources.
- Care for the self and of course for others while conserving natural resources.

All in all, although there were significant opportunities to integrate the skills of self-awareness and self-esteem within the various lessons of Biology (both Grade 9 and 10), no significant effort was invested to do so. Rather, much attention was given to the building of knowledge and comprehension of the various concepts in the textbooks.

7.3.2 Assertiveness and Resisting Negative Peer Pressure Skills

The skills of assertiveness and resisting negative peer pressure are almost void from the curricular materials of Biology both Grade 9 and Grade 10, despite the fact that there were several opportunities to do so. This is especially evident when analyzing the objectives set and the contents presented or the learning experiences designed in the textbooks. The objectives set are, almost all, associated with the lower level of the cognitive domain (especially with knowing and comprehension). Consequently, the content presentation followed a straight forward fashion that presented contents one after the other in a gazette approach. Despite this fact, there were several opportunities that could enable the designers of the curriculum to integrate the life skills in question. Let's look at some of the enabling situations in the textbooks:

In Grade 9 Biology, Unit 3 there is a topic called The Respiratory System. In this topic students are required to learn about health and economic problems associated with smoking (see pages from 93 to 95). Instead of simply imparting ideas associated with the lesson contents, students could have learned to develop the skill of assertiveness and resisting negative peer pressure. They had to be given the chance to say no, in an assertive way, to any peer pressure that might encourage them to smoke. To realize this style of life in students there should be lesson objectives related with the following:

- Identify positive and negative peer pressure associated with smoking.

- Develop strategies for dealing with negative peer pressure in relation to smoking.
- Apply effective strategies for dealing with negative peer pressure in relation to smoking.

Despite this fact, the objectives stated in the textbook were associated with simple recall of facts.

Look at the lesson objectives written on the textbook:

- Explain how breathing is affected by the factors.
- Explain the effects of smoking on health and family economy.
- List methods of keeping hygiene of breathing.

Source: Grade 9 Biology Textbook

It is not only the objectives that are defected but also the content presentation and/or the learning experiences in the textbook that are crooked and hence, failed in enabling students develop the required life skills (assertiveness and resisting negative peer pressure). In this case, the presentation of the lesson content is such that it follows the traditional way of presenting facts and ideas one after the other in a gazette approach. Furthermore, the assessment strategy employed in the textbook was list of questions that call for the recall of facts and yet, the questions were presented usually at the end of the lesson content like an afterthought exercise. It could be better if there were learning experiences associated with case studies, brainstorming exercises, activities associated with effect-wheel and the like

Furthermore, in the same grade level (Grade 9), Unit 4 there is a lesson topic called Sexually Transmitted Diseases (see pages from 148 to 153). In this lesson students are required to learn about different kinds of sexually transmitted diseases namely gonorrhoea, syphilis and chancroid. The learning outcomes set for this lesson topic are the following:

- Describe the way in which behavior and life style choices affect the spread of STDs.
- State signs and symptoms, causative agents, methods of transmission, methods of limiting spread and possible treatment of the following infectious diseases: syphilis, gonorrhoea and chancroid.

Source: Grade 9 Biology Textbook

As it is observed, the learning outcomes of the stated lesson topic require students simply to recall facts and information regarding the diseases. How could it be possible to say that these kinds of objectives are expected to realize the development of the stated life skills? The

presentation of the lesson content too is based on the traditional practices of presenting facts and information one after the other. There are no activities that let students practice something associated with the prevention and control of the infectious diseases. Though there were exercises, the exercises were questions that call for memorization of facts; and that the questions are presented at the end of the factual information like an afterthought exercises.

Therefore, instead of simply letting students memorize facts about the diseases it could be better if it were designed in a way that would help students develop assertiveness and resisting negative peer pressure skill. To do so, there could be learning outcomes that state as:

- Stand up for their own values and beliefs associated with STDs.
- Say no to peers that may encourage them to practice unsafe sex.
- State to peers that they never want to be affected by STDs.

Such kinds of objectives could encourage the curriculum materials producers to design varieties of activities that would help students achieve the designed learning outcomes such as case studies, role plays, effect wheel, etc. In short, it could be possible to help students develop the skills of assertiveness and resisting negative peer pressure using the stated lesson content.

In Grade 9 Biology, there is also a lesson content on HIV/AIDS. The objectives of the lesson are stated as follows:

- Show the local, national and global distribution of HIV and AIDS using graphs and maps.
- Explain the impacts of HIV and AIDS in the society.
- Demonstrate methods of giving care and support for PLWHA.
- Express willingness to give care and support to PLWHA.
- Describe the structures and functions of the lymphatic system.
- Identify the white blood cells as the cells that are primarily attacked by HIV and explain how HIV affects the immune system.
- Explain the importance of VCT services.
- Express willingness to voluntarily participate in VCT services.
- Discuss the role of responsible sexual behavior in preventing the spread of HIV/AIDS.
- Demonstrate assertiveness, decision making, and problem solving skills as life skills that help them to prevent HIV.

Source: Grade 9 Biology Textbook

As it can be seen from the list of the learning outcomes, excepting the last objective, all the rest of the objectives set for the lesson on HIV/AIDS have nothing to do with the development of

skill be it life skills or any other. Instead, they are all limited to knowledge accusation or comprehending. On the other hand, although the last objective is directly related with the different life skills; yet, the content presentation is such that it simply tells several facts and information for students. It expounds about the need to develop different kinds of life skills; namely assertiveness, decision making, and problem solving skills. This kind of integration, structural type of integration (Ingram, 1979), will let students simply to recall facts and conceptions associated with the skills in question.

Skills development is possible only through participation and practicing not with simple memorization of facts. Thus, the textbook should give opportunity for students to practice the specified life skills. Supporting this idea, The Ministry of Education and Sports of The Republic of Uganda (2011) stated that assertiveness is a skill that is learnt through participation in activities that give opportunity for practicing it. Therefore, instead of presenting facts and information one after the other, there should be practices or activities that need to be accomplished by the students and that would help them develop the skill of assertiveness.

Likewise, content analysis of Grade 10 Biology textbook revealed that the life skills (assertiveness and resisting negative peer pressure) are not given due attention. This is justified when making content analysis of the textbooks; especially when analyzing the objectives and the content presented or activities designed to teach the contents. For instance, in Unit 3 there is a lesson topic called Drug Abuse. In this lesson students are intended to learn about the negative health, social and economic impacts of smoking, alcohol, ‘khat’, cannabis (marijuana), cocaine, etc. (see Grade 10 textbook pages from 64 to 74). However, the lesson objectives are associated with the recall of facts. Furthermore, the content presentation is such that it focuses on informing the students about the concepts and issues in question. Here are the objectives in the textbook:

- Define substance abuse, explain its effects, its status in Ethiopia and possible preventive measures.
- Give examples of drugs abused in the locality.
- Express willingness to conform to a drug free lifestyle

Source: Grade 10 Biology Textbook

The aforementioned objectives could be improved to address the life skills (assertiveness and resisting negative peer pressure). Different kinds of activities could be designed to help students to realize the realization of the newly designed objectives listed as:

- Analyze different types of spoken and unspoken negative peer pressures associated with drug abuse.
- Explain the feelings that spoken and unspoken peer pressure in relation to drug abuse can generate.
- Design strategies to resist negative peer pressure associated with drug abuse.
- Say no to anyone who pushes them (through or using spoken and unspoken peer pressure) to use illegal drugs.

In the same unit (Unit 3, Grade 10 Biology textbook) there is also a lesson on the topic ‘The Gonads’ (as hormone). In this lesson students are required to learn about the various changes of the body (both boys and girls) associated with puberty (see Grade 10 Biology textbook pages from 99 to 106). Instead of simply imparting knowledge on the lesson content, it would be better if students were given the chance to develop the skill of assertiveness and resisting negative peer pressure. To do so, at the outset, the following types of instructional objectives could be set and then activities associated with the objectives could be designed such as group discussion, brainstorming, case studies, decision line, ranking, problem based learning, etc.:

- Express their own point of view about the bodily changes of puberty without fear and hesitation.
- Respect the values, beliefs and rights of others regardless of the emotional changes at puberty.

In Unit 3 (Biology Grade 10) there is also a lesson on ‘Reproductive Health’. This topic is intended to teach students about fertilization, controlling fertility, HIV/AIDS and life skills for responsible sexual behavior (see Biology Grade 10 textbook pages from 108 to 116). Each of these lesson topics has strong relation with the skills under consideration (assertiveness and resisting negative peer pressure). Despite this fact, there was no significant practices and activities designed in the textbook that would help students development of these important life skills. This is clear when observing the lesson objectives and the presentation of the contents and

the associated learning experiences in the textbook. The objectives in the textbook are as follows:

- list birth control methods and explain how each birth control method works
- describe the common symptoms and incubation period of HIV/AIDS
- explain how AIDS is currently treated
- demonstrate life skills that help them prevent HIV

Source: Grade 10 Biology Textbook

As seen above, all the objectives are at lower level of the cognitive domain; and the last one is specifically related with life skills although it is also at the lower level of the skill domain. Thus, these types of objectives are less likely to direct students towards the development of the necessary skills to the level required. Therefore, it could be better if the objectives and the learning experiences (content presentation) were improved. The following types of objectives could be set to improve the already set objectives while side by side designing activities related with these objectives:

- Asses the need for sexual practices of teenagers and explain their views without hesitation.
- Say no to peers who push them towards unsafe, if not, any type of sexual practices.

At this juncture it is worth to mention the fact that, the lesson topics with the title ‘Life Skills’ in both Grade 9 and Grade 10 could be considered as indicators of the integration of life skills in the textbooks. However, the learning experiences designed along with the lesson are not encouraging skill development; rather they are encouraging the development of students’ ability of recitation and memorization. This kind of integration (structural form of integration but not functional form of integration) is weak in enabling students develop the skills in question. All in all, it can be concluded that the Biology curricular materials are not giving attention to the integration of the skills of assertiveness and resisting negative peer pressure.

7.3.3 Coping with Emotions and Stress Skills

Grade 9 Biology, Unit 3 is concerned with Human Biology and Health. In this unit there are different lesson contents each of which are greatly associated with human health. It is likely that failure in human health causes stressful situation to anyone who is faced with it. That is why the textbook had pointed out anxiety as one factor that affects once breathing rate (see page 92).

Therefore, it was important, yet, possible to integrate the skill of coping with emotion and stress in the textbook. Despite this fact, the competences set in this unit (with specific reference to this lesson) are generally associated with simple recall of facts and theories and that they have no significant relation with the skill of coping with emotion and stress (see Appendix 6).

The competences within the textbook could be improved to include competences that would help students to develop the skill under consideration. The improved competences may include the following set of learning outcomes:

- Identify body clues/early warning signs of stress associated with food and health.
- Describe the impact of stress and negative emotions on their body, thoughts and emotions;
- Identify common sources or causes of stress or negative emotions; and
- Generate and implement a range of coping strategies for dealing with emotions and stress, while selecting their preferred personal strategies.

Similarly, in Unit 4 Grade 9, students are required to learn about ‘Microorganisms and Diseases’. Thus, learning contents concerned on different kinds of diseases are presented for students to learn (see pages from 137 to 148). However, it could be possible and yet, significant to help students develop the skill of coping with emotion and stress. In so doing, it could be possible to use the competences mentioned so far. In this case, it should be noted that such kinds of competences would lend themselves for the design of activities that would help students solve their own problems associated with emotion and stress.

In Grade 10 Biology textbook there are also significant opportunities to integrate the life skills under consideration (coping with emotion and stress). For instance, in Unit 3 there is a lesson on the topic ‘The Central Nervous System’ within which is found the idea of ‘Mental Health’ (see page 59). In this lesson students are intended to learn about the causes and associated problems of mental illness. Thus, it would be better if the students were given the chance to learn the relation between stress and mental illness and the way as to how to cope with stressful situations. However, there was no such intent in the part of the designers of the textbook. This is evident in that there are no competences and associated activities (learning experiences) designed within the textbook. That is, there could be competences and learning experiences that would help

students' development of the skills of coping with emotion and stress. The improved competences (objectives) could be stated as follows:

- Accept that you experience degrees or intensities of feelings.
- Manage your feelings and pressures through healthy ways.
- Identify your own emotion and feelings of stress associated with any kind of disease.
- Recover from any emotionally disturbing or stressful change or misfortune situation and get back to mental cheerfulness.
- Set goals and draw schemes appropriate and adequate for bringing about a relative end to ongoing stressful experiences through future courses of action.
- Identify your own style of refreshing your body and mind and implement it (whenever needed) so as to bring your body and mind back to an optimal state of functioning.

Furthermore, in Unit 3 of the same textbook (Grade 10 Biology) there is a topic called Reproductive Health. In this topic there is a lesson on HIV/AIDS. As it was usual, this lesson focuses on the presentation of facts. Instead of simply presenting facts on HIV/AIDS, it would be better if the lesson was designed in a way that promotes students development of the different life skill (in this case, the skill of coping with emotion and stress). To do so, it could be possible to set the following kinds of lesson competences (in addition to the aforementioned once) and to design learning experiences that would promote the realization of these competences:

- Use health ways to manage emotional problems and stressful situations that arise due to practices associated with HIV infection.
- Help PLWHA to manage their problems associated with their emotion and stress in a health way.

In addition to the competences, the presentation of the learning contents and/or the learning experiences designed in the textbooks of Biology Grade 9 and Grade 10 have no significant relation and contribution to the development of the skills of managing emotions and stress. According to Lipsett (2011), the skill of emotional regulation can be taught to children by directly teaching them strategies. The strategies include objectively recognizing or identifying one's own emotion and feelings of stress, resilience (recover quickly from any emotionally disturbing or stressful change or misfortune situation and get back to mental cheerfulness), set

goals and draw schemes appropriate and adequate for bringing about a relative end to ongoing stressful experiences through future courses of action, amuse or indulge in diversions that enables the individual to refresh one's body and mind (while being relaxed) so as to bring it back to an optimal state of functioning and becoming stable (being constant, firm, steadfast and resistant to change). Furthermore, Macklem (2010) stated that teachers can promote positive emotional regulation simply by talking about emotions, labeling emotions, discussing and modeling strategies for coping with these emotions.

Despite the aforementioned facts, there are no learning contents and/or learning experiences related with the strategies for coping with emotions and stress within the textbooks of both Grade 9 and Grade 10 Biology. Based on the stated realities, I concluded that the competences set and the presentation of the learning contents and/or the learning experiences designed in the textbooks of Biology Grade 9 and Grade 10 has no significant relation and can't contribute to the development of the skills of managing emotions and stress.

7.3.4 Interpersonal Relationship Skills

Although this skill is critically demanding in the school curriculum, content analysis of the curricular materials of the general secondary school Biology shows that this important life skill is void in it. Of course, in Biology textbooks (both Grade 9 and Grade 10) there are no competences set associated with this skill (see Appendix 6). Yet, the presentation of the contents is such that it usually requires and encourages students to memorize facts and ideas related with varieties of ideas of Biology while ignoring many of the life skill (in this case, the skill of interpersonal relationship). Probably, the only chances for students designed to develop their interpersonal relationship skill may be the activities associated with group discussion and experimentations that are designed to be worked in groups.

It would be better if there were several activities designed as learning experiences such as cooperative work, dramas (role plays), group project works, games, etc. in order to help students develop their interpersonal relationship skill. To this end, it could be better if there were competences set at the outset of the curriculum designing practices that would encourage the development of students' interpersonal relationship skill.

7.3.5 Empathy and Sympathy Skills

As one group of the generic life skills this skill has to be integrated within the school curriculum. However, content analysis of the curricular materials of the general secondary school Biology revealed that the curriculum materials do not give due regard to this important life skill although there were important opportunities to do so. For instance, in both Grade 9 and Grade 10 Biology textbooks there is a lesson topic called ‘HIV and the Immune System’ and HIV/AIDS respectively (see Grade 9 Biology textbook pages from 161 to 162 and Grade 10 Biology textbook pages from 113 to 115). In this lesson students are required to learn about the social impact of HIV/AIDS, namely stigma and discrimination, and the associated measure to be taken against it, care and support for people affected by HIV/AIDS. In this case, it could be possible to set competences related with the skill of empathy and sympathy as is listed below. However, none of the competences in the textbook (see Appendix 6) resemble the under listed competences:

- Put oneself into PLWHA’s shoes, for understanding of feelings and emotions.
- Empathize with PLWHA in a way that develops solutions to their problem.

In short, it could be possible to set the aforementioned kinds of competences and learning experiences associated with them.

In Grade 10 Biology textbook there was also an opportunity to integrate the life skills under consideration (empathy and sympathy). In Unit 3 there is a lesson on Mental Health (see Grade 10 Biology textbook page 59). In this short lesson, students are intended to learn about the causes and associated problems of mental illness. Thus, it would be better if the students were given the chance to empathize with people with mental illness. However, there was no such intent in the part of the designers of the textbook; because, no competence and associated activity (learning experiences) were designed within the textbook. Therefore, it could be possible and yet, significant to set competences and design the associated learning experiences so as to help students’ development of the skills of sympathy and empathy. The competences could look like the following:

- Demonstrate that empathy improves relationships and communications with people affected by mental health,

- Demonstrate and share with one another their experiences of sympathy and empathy with people affected by mental health.

7.3.6 Critical Thinking Skills

The Biology textbooks (both Grade 9 and Grade 10) are not designed to promote the development of students' critical thinking skill. When one sees the competences in Grade 9 Biology curricular materials, almost none of them have significant relation with the skill of critical thinking (see Appendix 6). Rather, they are competences associated with the lower order thinking skills (especially with memorization and comprehension). Furthermore, there are no instructional activities or learning experiences that will support students' critical thinking skill development.

Despite the aforementioned fact, there were opportunities where by critical thinking skills could be integrated. For instance, in Grade 9, Unit 2 it could be possible to integrate critical thinking skills while teaching the different lessons of the topic 'Human Biology and Health'. The following types of competences could be set followed by activities that would encourage the attainment of the competences listed below:

- Analyze the different parts of the body in terms of their importance in the digestive system.
- Synthesis ways to protect their body parts from any food born health problem.
- Determine with reason which food type is most important for body health and development.
- Examine (weight) the status of their traditional food intake practices as balanced diet or not.
- Create ways as to how to make their traditional food intake more balanced.

The aforementioned types of competences could be set in the rest of the units of Grade 9 Biology curricular materials. Furthermore, it could be possible and yet, significant to design activities that would help students to question their taken-for-granted assumptions related with the various lesson topics of Grade 9 Biology textbook, if we really intend the textbook to integrate critical thinking skills as a generic life skill.

Similarly, in Grade 10 Biology textbook there were significant opportunities to integrate critical thinking skill. For instance, in Unit 1 there were ample chances to help students develop their critical thinking skills. Instead of the many competences that encourage memorization of facts

the following kinds of competences together with their associated learning experiences could be designed to encourage students' development of critical thinking skills:

- Analyze and evaluate what if yeasts do not exist in the traditional life of Ethiopians.
- Evaluate the contribution of biotechnology to human life.

Furthermore, while teaching the topic 'Drug Abuse' it could be possible to encourage students to develop their critical thinking skill using analytic, synthetic and evaluative questions. To this end, those competences in the textbook, which are usually associated with lower level of the cognitive domain, could be improved to include competences associated with higher order thinking skills. Here are such types of objective:

- Analyze and evaluate the merits and demerits of using illegal drugs.
- Compose and synthesize a report that describes the anticipated health, economic and social consequences of drug abuse in individuals' and the social life.

In general, the aforementioned kinds of competences could be set in all the lessons of each unit in the curricular materials of both Grade 9 and Grade 10 Biology (while at the same time designing learning experiences that would facilitate the attainment of the competences); so as, to help students development of their critical thinking skills. However, as seen in Appendix 6, almost all the competences already set in the textbooks are at the lower level of the cognitive domain and yet, the learning experiences (the content presentations) were designed in a way that encouraged recitation of facts and concepts than the development of critical thinking skill in students.

7.3.7 Creative Thinking Skills

Content analysis of the curricular documents of Biology revealed that the important life skill (creative thinking skill) is not properly addressed within the school curriculum. This is evident when observing the competences set and the contents presented in the textbooks. As stated so far, the competences in Biology Grade 9 textbook are all, with few exceptions, related with lower order thinking skills such as reciting facts and comprehending (see Appendix 6).

The competences in the curricular documents could be improved to include competences that would encourage students' development of creative thinking skills. We could have the following types of competences to further improve the competences in the curricular documents:

- Try to find new and appropriate ways of preventing the various diseases in the textbook after having analyzed with the transmission mechanisms of the respective diseases.
- Design new and appropriate individual or group ways of giving care and support to PLWHA.
- Plan to participate in VCT service at an individual or group base.

The content presentation is also in such a way that it encouraged simple memorization of facts than the development of creative thinking skill. Thus, it can be said that the competences and the lessons in the textbook have nothing to do with the development of students' creative thinking skills unless properly improved. This is true with the rest of the units in the textbook of Grade 9 (see Appendix 6).

Similarly, in Grade 10 Biology textbook there is almost no way that the development of the skill of creative thinking is encouraged in students. This is because, almost all the competences set in the textbook are competences at lower level of the cognitive domain (see Appendix 6). However, there were significant opportunities to improve the competences and the presentation of the learning contents (learning experiences) so as to provide students the chance to develop their creative thinking skill. For comparison sake, some of the competences already set in the textbook and the improvement that need to be made on the already set competences are presented below. First, I presented the list of already set objectives; then next I presented a list of the improved objectives:

- | |
|---|
| <ul style="list-style-type: none">➤ Explain the harmful effects of drug abuse➤ Give examples of drugs abused in their locality➤ Express willingness to conform to a drug free lifestyle➤ list common eye defects in humans➤ explain causes of common eye defects in humans➤ explain corrective measures of common eye defects in humans➤ describe the menstrual cycle and the associated changes➤ describe female genital mutilation as a harmful traditional practice➤ define homoitherns as organisms with constant body temperature➤ explain the physiological methods of temperature regulation in homoiotherms➤ explain the behavioral methods of temperature regulation in homoiotherms➤ define biodiversity as wealth of species in a given place |
|---|

- Explain the importance of conserving biodiversity
- Summarize the general methods of conserving biodiversity.
- state the causes of global warming
- explain the methods of prevention of global warming

Source: Grade 10 Biology Textbook

The aforementioned competences could be improved to encourage students' development of creative thinking skills. The improved competences would look like the following:

- Work out mechanisms to create drug free society in their locality.
- Devise age specific ways of protecting common eye defects in teenagers.
- Find out ways to manage emotions associated with the menstrual cycle in teenager.
- Devise appropriate ways to resolve problems which people think are associated with not mutilating female genitals.
- Find out new mechanisms of temperature regulation in humans with respect to areas with differing temperature.
- Design appropriate mechanisms for conserving biodiversity resources of Ethiopia at local level.
- Find new and appropriate local ways of preventing global warming.

At this juncture it is worth to mention the fact that, each of the improved competences demands changes and improvements to be made in the learning experiences (content presentation) of the already designed once in the textbook. Therefore, questions associated with the improved competences could be provided to the students as learning experiences so as to help the development of creative thinking skill in students. Such kind of improvements could and should be made both in the competences and learning experiences of the different units in the textbook in order that creative thinking skill is properly addressed or integrated within the textbook (the curriculum materials in general).

7.3.8 Decision Making Skills

It is known that competences that are simply associated with the lower level of the cognitive domain, as those in the Biology curriculum documents of both Grade 9 and Grade 10, have no significant relation with the development of the skill of decision making. Of course, it is observed that the competences in the textbooks of both Grade 9 and Grade 10 Biology are almost

all descriptive of lower order thinking skills such as knowing and comprehension. Look at the following competences as examples taken from the textbook of Grade 9 Biology:

- Name at least one renowned Ethiopian biologist.
- Explain the contributions of the renowned Ethiopian biologist.

Source: Grade 9 Biology Textbook

Instead of the aforementioned kinds of competences it could be possible to set the following kinds of competences that would help children gear to the development of decision making skill.

- Decide their future career after analyzing their own inclination and interest.

Similarly, in Unit 3 of the Grade 9 Biology textbook most of the competences are associated with simple recall of facts and the comprehension of content knowledge. Here are examples:

- Define balanced diet as a diet that is made up of the four food groups.
- Explain the importance of balanced diet.
- Compose simple examples of balanced breakfast, lunch and dinner.
- Reason the importance of keeping oral hygiene.
- Explain the effects of smoking on health and family economy.

Source: Grade 9 Biology Textbook

Other than the competences listed, it could be possible to set competences that look like the following so as to help students' development of decision making skill:

- Examine their own traditional way of food intake and decide to make their daily food intake more balanced so as to improve their health associated with anemia and hypertension.
- Decide to keep own oral hygiene regularly.
- Decide not to smoke and to get away from smokers.

The competences set in Unit 4 of the Grade 9 Biology textbook are also strongly associated with lower order thinking skills; despite the fact that there could be competences that would help students develop their decision making skill. Look at the competences already set in the textbook:

- explain the causes, symptoms, transmission and prevention of syphilis, gonorrhoea and chancroid
- state the risks of depending on and taking self-prescribed medicines

- use information on medicine packs and leaflets properly
- explain the impacts of HIV and AIDS in the society
- express willingness to give care and support to PLWHA
- explain how HIV affects the immune system
- explain the importance of VCT services
- show willingness to conform to responsible sexual behaviour
- demonstrate assertiveness, decision making, and problem solving skills as life skills that help them to prevent HIV

Source: Grade 9 Biology Textbook

As seen above, almost all the competences listed are aligned with lower order thinking skills. However, it could be possible and yet, indispensable to set competences that would help students to gear towards the development of the skill of decision making. Here are some exemplary competences that could be set within the textbook:

- Decide to protect themselves and others from tapeworm, tuberculosis, malaria, and diarrhea.
- Make scientific decision to protect themselves and others from syphilis, gonorrhoea and chancroid
- Decide to make VCT.
- Decide to conform to responsible sexual behavior after critical examination of its pros and cons.

In Unit 6 of the Grade 9 Biology textbook there was also significant opportunity to integrate decision making skill as one of the core life skills. Irrespective of this fact, there are no competences that will help children develop decision making skill. This is because, as stated so far, the competences set are all associated with lower order thinking skills. Look at them:

- explain the importance of planting and growing trees
- plant and grow trees
- express willingness to voluntarily participate in community tree planting and growing activities

Source: Grade 9 Biology Textbook

Instead of the aforementioned types of objectives, there could be competences associated with the development of decision making skill. For instance, we could set the following types of competences

- Critically examine the merits and demerits of deforestation and afforestation and decide to participate in community tree planting and growing activities.

The observed situation in relation to the competences and the learning experiences in Grade 9 textbook is also reflected in Grade 10 textbook. That is, analysis of the competences of Grade 10 Biology textbook justifies that almost all the competences are descriptive of lower order thinking skills (such as knowing and comprehension) that have nothing to do with decision making life skill (look at Appendix 6). Below I have presented few of the already set competences and the improved once that could be set in the curriculum material if we were to integrate decision making skill within the curriculum:

The competences set in the textbook look like the following:

- explain how AIDS is currently treated
- demonstrate life skills that help them prevent HIV
- discuss methods of conservation of vegetation
- narrate how Ethiopian vegetation was affected in history
- explain the causes of air pollution
- state the causes of global warming
- explain the methods of prevention of global warming

Source: Grade 10 Biology Textbook

As anyone can see in the appendix (Appendix 6) almost all the rest of the competences in Grade 10 Biology textbook, like the above listed once, are competences at the lower levels of the cognitive domain. Hence, they would have no significant contribution for the development of decision making skill in students. Therefore, it is necessary, if not compulsory, to improve the competences set so far, if we were to integrate the life skill in question. The aforementioned competences could be improved as follows:

- Decide to attend VCT in view of preventing themselves from HIV.
- Analyze media messages and the risks associated with it.
- Evaluate how their past experiences influence decision-making.
- Decide to play their roles in the conservation of different kinds of natural resources.
- Make a decision to play their expected roles in preventing global warming at local level.
- Learn the steps and practices of decision-making.

Such kind of improvement needs to be made to enhance the potentiality of the textbook in helping students develop the skill of decision making. In addition to improving the competences it was also inevitable to improve the presentation of the contents and the associated learning experiences in the textbook so as to let the learning experiences go hand in hand with and contribute to the realization of the newly improved competences. That is, the existing way of content presentation that follows the gazette approach need to be improved to incorporate varieties of activities that would help students' development of decision making skill. The activities (learning experiences) that would be designed should enable students to critically analyze the pros and cons of the various issues in the textbook and the associated options, see the relationship between causes and consequences related with the issues, identify appropriate procedures for decision making, foresee how their decisions influence their own life and the life of others, etc.

7.3.9 Problem Solving Skills

In both Grade 9 and Grade 10 Biology textbooks although there are several opportunities to integrate problem solving skill as one of the core life skills, it is almost totally neglected within the curricular documents. This conclusion is based on the fact that, as observed earlier almost all the competences set for each of the lessons in each grade level and the associated learning experiences have nothing to do with the development of problem solving skill, despite the fact that, there were several opportunities to integrate the skill under consideration.

In Grade 9 Biology textbook there were several opportunities to integrate problem solving skill as one of the core life skills. However, it is almost totally neglected within the curricular documents. For instance, as observed earlier almost all the competences set for each of the lessons in Grade 9 have nothing to do with the development of problem solving skill. Rather, they are all associated with lower order thinking skill (see Appendix 6). Despite this fact, the lessons in most of the units have something to do with problem solving skill. Hence, it was important and yet, indispensable to improve the competences in order to assure the integration of the skill of problem solving within the curriculum material. To do so, it could be possible to set competences that would help students develop their problem solving skill. The following competences could preferably be set in unit 3 Grade 9 textbook:

- Identify their own problems, set solutions and implement them to resolve the problems associated with their diet
- Set plans to keep own oral hygiene regularly.

Similarly, the competences set in Unit 4 of Grade 9 Biology textbook could possibly be improved in the following way:

- Design mechanisms to resolve problems associated with prevention of tapeworm, tuberculosis, malaria, and diarrhea at least at family level.
- Plan and implement possible solutions to improve the life of sex workers in their community.
- Plan and implement possible mechanisms to disseminate health education (to be written as HE here after) associated with HIV/AIDS within the community.
- Identify problems, brainstorm solutions and implement them to resolve problems associated with the utilization of VCT services in the community.

Similarly, the competences in Unit 6 of Grade 9 Biology textbook could be improved in the following way if we want to help students' develop their problem solving skill. That is, we could set the following types of competences:

- Identify causes of deforestation, brainstorm possible solutions and implement them to solve the problem in their locality.

The findings in the textbook of Grade 9 Biology are also similar with those in Grade 10. That is, almost all the competences in the textbook of Grade 10 Biology are reflective of lower order thinking skills (knowing and comprehension) (see Appendix 6). Thus, they have no significant relation and/or contribution to the development of students' problem solving skill. Furthermore, the content presentation and the associated learning experiences are such that they used to encourage recitation of facts and concepts. There are no problem situations presented to students to solve. It could be possible to design such kinds of activities to help students develop their problem solving skill: problem based learning, project work, etc. To this end the existing competences need to be improved to incorporate competences that encourage students' development of problem solving skills. We could improve the competences as here in below:

- Evaluate factors that make them vulnerable to different health, economic, social, etc. problems like HIV infection.
- Find out mechanisms to get safely out of any health, economic, social, etc. problem
- Plan, implement, evaluate and re-plan the plans set for resolving problems facing in life.

The above listed competences can be realized only when we design activities (learning experiences) that would help achieve the stated competences. The learning experiences should be aligned with some processes used to solve a problem situation; such as identify the risk in the situation; think about the options and choices; plan for action; workout the plans; and evaluate consequences.

7.4 Conclusion

The design of Biology curriculum materials has given due emphasis to the integration of content knowledge than skills. To this end, almost all of the objectives (competences) in the curricular documents are at the lower level of the cognitive domain. Yet, the content presentation followed the traditional gazette approach that presents full of facts in straight forward fashion. Due to this fact, the curricular documents ignored many of the core life skills. Of course, it is only the skill of effective communication that is partially integrated within the school curriculum of Biology. But the rest of the core life skills namely; self-awareness and self-esteem skills, assertiveness and resisting negative peer pressure skills, coping with emotions and stress skills, interpersonal relationship skills, empathy and sympathy skills, critical thinking skills, creative thinking skills, decision making skills, and problem solving skills are ignored. Despite this fact, it is observed that there are several opportunities within the curricular documents that would facilitate the proper integration of all the core life skills.

CHAPTER EIGHT
CROSS-CASE ANALYSIS OF THE STATUS OF LIFE SKILLS IN THE THREE
SAMPLED SUBJECTS

8.1 Introduction

Content analysis of the curricular documents of the three sampled subjects (cases) and their implementation revealed several facts associated with the integration of life skills into the general secondary schools' curriculum of Ethiopia. This chapter is intended to show similarities and differences observed in the three cases (sampled subjects) in relation to the design and implementation of the curriculums. Thus, the chapter gives attention to the explanation of the following circumstances; namely: the status of the core life skills in the three cases, a glimpse at the curriculum designing practice, models used to integrate life skills and factors affecting the integration of life skills.

8.2 The Status of the Core Life Skills in the Three Cases

There was significant difference among the three cases in relation to the attention given to the integration of the core life skills. Let's look at the figure below:

No	Subjects	Properly Integrated	Partially Integrated	Neglected
1	English	<ul style="list-style-type: none"> ➤ Self-awareness & self esteem ➤ Assertiveness ... ➤ Effective Communication ➤ Empathy and sympathy ➤ Creative thinking ➤ Decision making 	<ul style="list-style-type: none"> ➤ Critical thinking 	<ul style="list-style-type: none"> ➤ Coping with emotion and stress ➤ Interpersonal relationship ➤ Problem solving
2	Civics and Ethical Education		<ul style="list-style-type: none"> ➤ Assertiveness ➤ Effective communication ➤ Critical thinking ➤ Creative thinking ➤ Decision making 	<ul style="list-style-type: none"> ➤ Self-awareness & self esteem ➤ Coping with emotion and stress ➤ Interpersonal relationship ➤ Empathy and sympathy ➤ Problem solving
3	Biology		<ul style="list-style-type: none"> ➤ Effective communication 	<ul style="list-style-type: none"> ➤ Self-awareness and self esteem ➤ Assertiveness and resisting ...

				<ul style="list-style-type: none"> ➤ Coping with emotion and stress ➤ Interpersonal relationship ➤ Empathy and sympathy ➤ Critical thinking ➤ Creative thinking ➤ Decision making ➤ Problem solving
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Figure 3 The Status of Life Skills within each Case (Subject)

From the table above it can be easily observed that, the curriculum materials of the three cases (subjects) did not give equal attention to the ten core life skills. Six of the ten core life skills are properly integrated within the English curriculum materials while the rest are neglected or partially integrated. On the contrary, nine of the core life skills are totally neglected in the Biology curriculum materials while only one of the core life skills is partially integrated. In the CEE curriculum materials five of the core life skills are partially integrated while the rest are neglected.

8.3 A Glimpse at the Curriculum Designing and Implementation Practices

The curriculum designing practice is usually believed to follow the following major steps: stating the aims, goals and objectives; selection of contents and learning experiences; organizing the contents and learning experiences; writing the flow-chart; writing the syllabus; writing students' textbooks; writing the teachers' book; pilot testing and improving the curriculum materials; nationwide implementation of the curriculum materials; and curriculum summative evaluation. Each of the steps is believed to be worked in a well taught-out way without adhering to haphazard practices. Despite this fact, the reality in the curriculum materials of the three cases revealed some mistaken practices. Let's look at some of the major problems observed:

While drawing out the instructional objectives (the competences) from the educational aims and goals it seems that the experts (the curriculum writers) worked following traditional practices. When one looks at the objectives of each of the sampled subjects (cases), it is observed that most of the competences (objectives) are associated with the lower level of the cognitive domain. There are no enough competence (instructional objective) aligned with the higher level of the cognitive domain (preferably application, analysis, synthesis and evaluation) and the different levels of the affective and the psychomotor domains (see Appendix 6). This is especially true

with the Biology and the CEE curriculum materials. An expert, in an interview, stated that he had no significant understanding and skill as to how to write objectives at higher level of the cognitive, affective and psychomotor domains. Thus, he adds, “We usually used to state objectives in accordance with the already accepted tradition as was done in the previous days; and yet, there was no mechanism set in the MoE to refute what has been done by the curriculum writers.” Here note that, the subject experts in the MoE are charged only with the responsibility of facilitating the production of curricular materials. Another expert in the MoE stated that, they did their best while designing the syllabi and other curricular materials worked out by them. He adds, “We are willing to accept criticisms and suggestions to improve our practices if researchers shown us ways to improve further.”

On the other hand, the case with those life skills that are partially integrated revealed that there is frequent mismatch between what is intended in the competences and the learning experiences designed to address the competences. There were frequent occasions whereby the learning experiences designed are not in a position to help the achievement of the competences set therein. This clearly indicates that the designing of learning experiences (the presentation of contents) is not in accordance with the ideas and procedures set in the different models of curriculum design. From the Tylerian model up until now, it is agreed that each step in curriculum development is a base for the subsequent step working as a scaffold. Hence, for instance, if we consider Tyler’s model of curriculum development (Tyler, 1949) the second stage (choice of curriculum contents and activities) should be based on and, of course, valuable in achieving the statement of aims and objectives set in the first stage (Autio, 2003). In short, there are frequent occasions where by the choice of curriculum contents and activities are not in a way contributing to the achievement of the stated aims and objectives in the curriculum documents of the sampled subjects of this research work.

The learning experiences designed are also more related with activities that involve students to passively read and recite contents while following the teachers lecture. Teachers usually used to make lectures based on the contents presented to them on the textbooks. A teacher in an interview stated that she used to lecture because the curriculum materials were designed in a way that encourage, if not enforce, them to make lectures. She says, “The curriculum designers did not produce curriculum materials in an interactive way involving varieties of activities. Rather it,

especially the Biology textbooks, is full of descriptions of facts.” As seen somewhere above, the case with the CEE was also synonymous with that of the Biology curriculum. Such kinds of curriculum are, of course, shaky in encouraging students’ life skills development. According to Peace Corps, Office of Overseas Programming and Training Support (2001), the life skills approach needs to be completely interactive, using role plays, games, puzzles, group discussions, and a variety of other innovative teaching techniques to keep the participant wholly involved in the sessions.

In sum, it is observed that the curriculum designing practices is inundated with traditional conceptions and practices. The competences are not set in a well-taught out way aligned with the aims of education stated in the education and training policy of the country while addressing higher level cognitive domain, affects and the psychomotor domain. This suffices to conclude the reality of our curriculum with the saying; ‘we are claiming to work along with the modern constructivist view, while still engulfed with the traditional positivists’ views and practices’.

8.4 Models Used to Integrate Life Skills

In order to determine the type of program or the model employed in integrating life skills into the curriculums of the general secondary school interview with experts in the Ministry of Education was conducted. Furthermore, content analysis of the materials produced by the Ministry of Education to address life skills was made to validate the interview result. Accordingly, an expert in the Ministry of Education stated that there is no clear cut decision regarding the model used to integrate life skills in the school curriculum. Rather, the presently used model (format) was based on a commonly agreed interest of mainstreaming the issues of HIV/AIDS. This is particularly because; life skills were brought into the school curriculum of Ethiopia with the strong interest of the government to combat HIV/AIDS. Hence, the expert adds, “it was simply decided to integrate the issue of HIV/AIDS and the life skills used to combat it with subjects strongly related with the issues of HIV/AIDS”. Similarly, another expert in the Ministry of Education states, “To the best of my knowledge no decision was made as to what the model needs to be; but we did the integration of life skills in view of capacitating students so as to combat HIV/AIDS.”

Content analysis of the curricular materials further justified the analysis made above regarding the way by which life skills are integrated into the school curriculum. There are clearly observed

lessons in the Biology textbooks of both Grade 9 and Grade 10. In both cases the idea of life skills is presented to students side by side with the ideas related with HIV/AIDS. In Grade 9 Biology textbooks on page 163 and in Grade 10 Biology textbook on page 115 there are lesson topics with the titles ‘Responsible sexual behavior and life skills’ and ‘Life skills for responsible sexual behavior’ respectively. In this way, the idea of life skills is infused into the textbooks in such a way that there are brief descriptions of life skills in both textbooks. The brief description made on the life skills, regardless of the integrations described in Chapter 5, 6 and 7 of this dissertation, are examples of the structural form of integration (not functional integration) (Ingram, 1979).

On the other hand, the HIV/AIDS Directorate of the Ministry of Education has decided to integrate life skills into the secondary school curriculum by designing supplementary materials to be used alongside with the curriculums of selected subjects. The selected subjects as stated above are Biology, Civic and Ethical Education and English Language. As clearly indicated in each of the supplementary manual, each of the manual is produced as part of a series of 12 (3 subjects x 4 grade levels) separate guides prepared for grades 9th to 12th for Civics and Ethical education, English and Biology courses (see the inner side of the front cover page of each manual).

The manuals are designed to strengthen five fundamental life skills of students of each grade level. Accordingly, it is stated in each of the manuals that, each of the manual contained participatory activities that are directly linked to lessons teachers will teach during the course of the academic year. It is also stated that the participatory activities in each manual are believed to promote the development of one of the following five life skills (see pages from 1 to 2 of each manual):

- Making good decision
- Being more assertive
- Setting realistic goals
- Boosting self confidence
- Resisting peer pressure

Source: The Supplementary Manuals

From this, one can easily understand that, some very important core life skills (namely the skills of self-awareness, self-esteem, communication, critical thinking, creative thinking, problem

solving, empathy, etc.) are either intentionally or unintentionally neglected or treated superficially within the supplementary manuals.

Furthermore, it has to be born in mind that most of the competences set within the supplementary manuals are at the lower level of the cognitive domain. That is, they have no significant relation with skills development. Yet, the competences set are not aligned with the life skills intended to be developed in students. As an example, the intended life skill and the associated competences set in the supplementary manual of Grade 9 Biology is presented below:

The Competences and the Respective Life Skills in Biology Grade 9 Supplementary Manual	
Life skills	The competences
➤ Making good decision	<ul style="list-style-type: none"> ➤ Describe how STIs are transmitted. ➤ Identify the risk factors that increase the likelihood of STI transmission.
➤ Making good decision	<ul style="list-style-type: none"> ➤ Explain how early sexual initiation exposes to HIV and STIs ➤ Choose abstinence as safest personal behavior to prevent HIV.
➤ Making good decision	<ul style="list-style-type: none"> ➤ Explain how the immune system works ➤ Describe how HIV attacks the body.
<ul style="list-style-type: none"> ➤ Setting realistic goals ➤ Being more assertive ➤ Resisting peer pressure 	<ul style="list-style-type: none"> ➤ Discuss why abstinence is the most effective way to prevent early pregnancy, STIs and HIV. ➤ Describe the challenges of abstinence and how friends can help to overcome them. ➤ Define how peer pressure can put them in a risky situation.

Figure 4 Competences Set with their Respective Life Skills in the Supplementary Manuals
(Source: Grade 9 Biology Supplementary Manual)

As can be seen from the figure above, most of the competences are, of course, at the lower level of the cognitive domain. They are much more focused on defining or describing or explaining or identifying or the like. Furthermore, it is clear that there is no significant association created between the competences set and the skills intended to be developed in students. Thus, how can it be possible to say that such kinds of competences will result in skills development?

The activities (the learning experiences) designed in the supplementary manuals are also strongly related with the competences set therein. That is, those competences that are strongly associated with defining or describing (see the table above) are having activities (learning experiences) that will help students actualize the competences set (i.e. students ability of defining or describing respectively). Based on this fact, as most of the competences are associated with lower level of

the cognitive domain so are the learning experiences. That is, the learning experiences designed in relation to the competences in the supplementary manuals are in a position to help students develop their lower level thinking skills than the life skills intended therein. In short, it can be said that the changes and/or improvements made in relation to the supplementary manuals are not basic and fundamental; rather they are superficial and/or superfluous.

To return back to the issue raised hitherto, the supplementary manuals were produced for teachers so that teachers could integrate the participatory skill building activities either directly into the class lesson without any additional time or carryout as a complementary “energizer” to the lesson, in approximately 10 minutes (see the inner side of the front cover page of each of the manuals). This implies that the activities in the supplementary manuals are designed to be infused simply as complementary to the existing lessons of the formal curriculum; thus, the manuals cannot be counted as independent programs.

In short, although ineffective and yet, undetermined, the model used may be considered as taking life skills as an integral part of the school curriculum. However, many of the stakeholders were not clear with this situation. That is, the stakeholders were not clear with the fact that life skills education was designed not as an independent subject or as a co-curricular material or as an integral part of the school curriculum either; but infused as part (in the form of lessons or activities) in the formal school curriculum as different from the observation elucidated in Chapter 5, 6 and 7 of this dissertation.

8.5 Factors Affecting the Integration of Life Skills

As seen above the integration of life skills into the school curriculum in particular and the curriculum designing practice in general are entangled with several problems and issues. The problems are associated with several factors. That is, varieties of factors are observed to influence the practices of integrating life skills into the general secondary school curriculum of Ethiopia. Among the factors were: stakeholders understanding (perception) and skill, stakeholders’ lack of attention and commitment, lack of resources and materials, and inappropriate organizational setup. Let’s look them apart:

8.5.1 Stakeholders' Perception or Understanding and Skill

It is conceivable that the way peoples understand and perceive a phenomenon has something to do with how they carry out their responsibility in relation to the phenomena in question. Therefore, it is imperative to examine how the stakeholders perceive and understand life skills and life skills based education in order to understand how they put it into action while developing the school curriculum. In this case, it is observed that there is no common understanding among the stakeholders in charge of designing and implementing the general secondary school curriculum of Ethiopia.

An expert in the Ministry of Education defined life skills as they are skills that improve the day to day life of students. Accordingly, they include skill that help in preventing oneself from being infected with HIV/AIDS such as remaining abstinence or remain faithful only with one sexual partner or using condom while intending to make sex with anyone. This implies that, the expert has associated life skills with the pandemic of HIV/AIDS. Such kind of conception is also common to many of the experts in the Ministry of Education. For instance, another expert of a subject in the Ministry of Education expounds as “Life skills are skills that keep us being prevented from HIV/AIDS and other similar problems. These include assertiveness, decision making, problem solving, etc.” Furthermore, another expert also stated that life skills are skills that help students develop their own life style. Accordingly, life skills include speaking skill, skill of resisting peer pressure, decision making skill, and the skills of preventing oneself from HIV/AIDS.

On the other hand, a subject expert in the Ministry of Education perceived life skills as they are skills based on knowledge; thereby the knowledge has to be applied in real life situation. That is, a knowledge that is not applicable in real life situation or cannot be applied in life is considered as no more a life skill. Another expert has further elaborated this idea as life skills are skills that are associated with the implementation of the knowledge learned in schools or at classrooms into real life situation. From this it suffice to conclude that, any knowledge learned in schools is said to be life skill only when it is applied in life; otherwise, they are no more life skills. Here it should be noted that, this conception is associated with the utility of knowledge; hence, is dependent on the degree of utilization of knowledge by individuals. It can be termed as individual's focused conception of life skill. This is because, according to the stated conception,

knowledge is said to be a life skill only when it is applied in life situation; and that the applicability of knowledge learned depends on the ability, interest, aptitude, etc. of individuals.

Still in another way, a teacher in one of the sampled schools stated that life skills are skills that enable especially kids to cope with the requirement of living. Accordingly, life skills include skills related with practices such as properly eating food, properly defecating, properly walking, sitting, etc. This implies that, life skills are understood as they are strongly associated with kids and the way they properly handle their physiological needs. Another teacher also perceived life skills as they are skills usually related with kids and adolescents. Accordingly, she adds, “The development of these skills will help the grown-ups to fully develop to the status of an ‘adult’”.

The difference in the perspective of the stakeholders on life skill was also observed on the subject that preferably would integrate life skill. According to an expert in the Ministry of Education life skills are strongly associated with HIV/AIDS. Due to this fact, he says, “It was decided that Biology is the most preferred subject to teach life skills.” Similarly, another expert in the Ministry of Education stated that the HIV/AIDS Directorate in the Ministry of Education selected the following three subjects: Biology, Civic and Ethical Education and English language as the most preferred subjects to integrate life skills for students of the secondary school (Grade 9 to Grade 12) so as to combat HIV/AIDS.

On the other hand, a teacher in one of the sampled schools stated that, for effectively addressing life skills, it could be better to teach it as an independent subject; because there is no teacher at high school who is trained in it and who is supposed to teach it. Similarly, a Biology teacher strongly opposed the decision set by the Ministry of Education, and suggested that as very fundamental skills of life, life skills should be addressed separately as an independent subject. In addition to the perspectives observed above as to where to integrate life skills a teacher in one of the sampled schools stated that as life skills are strongly associated with growing kids, it has to be part and parcel of the kindergarten curriculum than the secondary school curriculum.

In addition to the variation in understanding and perspectives on life skill and where life skills are to be integrated, there is also variation in understanding among stakeholders on the level at which life skills are needed to be integrated into the school curriculum. That is, despite the fact that there was a common consensus on the need to integrate life skills into the school curriculum,

variation aroused on the level of schooling at which the life skills are to be integrated. Some of the stakeholders believe that life skills could and should be integrated at all levels of schooling. Others believe that life skills should be an integral part of the learning element of those people who were at risk of HIV/AIDS. Still others believe that as life skills are associated with toddlers it should be an integral part of the curriculum of kindergarten.

In sum, there is no consistency in the perspective of the different stakeholders in relation to what life skills are and how life skills are to be integrated into the school curriculum. Some of the stakeholders believe that life skills have strong relation with issues of HIV/AIDS; and that they feel as if it has no relation with other issues and aspects of life. Still others, especially some of the teachers, believe that life skills are strongly tied to the life of young kids. The aforementioned findings on the existence of variation in stakeholders' perception of what life skills are and how they are to be integrated is consistent with V. Murthy's findings of the Indian case. According to V. Murthy (2016), there are variations in understanding, handling life skills and in treating life skills education program as either stand alone or to develop it as an integrated approach.

The kinds of variations in understanding, seen above, undoubtedly create unexpected repercussion in the practices of integrating life skills into the school curriculum. Of course, it is likely that the designer do something different from what the implementers would expect. That is why, a teacher stated as it is wrong to integrate life skills, which are needless to be addressed, in the curriculum materials of the general secondary schools of Ethiopia. Another teacher stated that life skills should not be integrated into the secondary school curriculum where there are no trained teachers. These kinds of teachers have the conviction that life skills should be omitted in the secondary school curriculum; or it has to be presented as independent subject either. This variation has created inconsistency in the attention and effort paid to realize the intent of life skills based education among stakeholders.

On the other hand, with the conviction that life skills are by and large associated only with the issues of HIV/AIDS, many of the stakeholders in the Ministry of Education believed that it is to be integrated only along with the issues of HIV/AIDS. Concerning this, an expert in the MoE stated that they selected the three subjects (Biology, Civic and Ethical Education, and English); because these subjects are found to be suitable to mainstream the issues of HIV/AIDS. Similarly, another expert state "We did our best with the supplementary manuals so as to integrate life

skills although no significant effort was made with the textbooks.” These kinds of people have the conviction that life skills have no significant relation with other issues and aspects of life; but only with HIV/AIDS and other sex related problems. This made it imperative that many of the stakeholders (including the experts in the Ministry of Education) did not understand the existence of functional integration of at least few of the life skills as seen in Chapter 5, 6 and 7 of this dissertation.

Lack of skill on the part of both the designers and the implementers of the curriculum can also be taken as a factor that affects the practices of integrating life skills into the general secondary school curriculum. It is observed that most of the curriculum designers have no knowledge and skill as to how to start and go about doing the integration process. An expert in the MoE stated that life skills are said to be integrated when it is possible to write facts and ideas associated with the different types of life skills in the textbooks. He adds, “We did this specially with the creation of the supplementary manuals.” This saying was also reflected in the views of a few of the experts in the MoE, during my interview with them. This conception was also reflected in the curricular documents, especially with the Biology textbooks. In both Grade 9 and Grade 10 Biology textbooks there are brief descriptions of life skills along with the issues of HIV/AIDS (see Grade 9 Biology textbook pages from 161 to 162 and Grade 10 Biology textbook pages from 113 to 115).

Basically, the designers had to make the curriculum to be aligned with the feature of a well-designed curriculum. According to Cox (2007), an effectively designed curriculum tends to have the following features:

- Well-balanced: the various components need to be given with their fair share.
- Full, but not overloaded: deliverable within the resources available.
- Flexible: adaptable to the different needs of different students; responsive to changing priorities and alert to likely future requirements of the profession.
- Progressive: encouraging students to grow and develop as they pass through the program.
- Student-centered:
- Focused on learning:

Despite the aforementioned fact, content analysis of the sampled curricular materials revealed that most of the above listed features of a well-designed curriculum are being missed within the sampled subjects' curricular materials. For instance, most of the competences in all the three subjects are usually focused on lower order thinking skills. Furthermore, content knowledge is given due attention than competences that focus on life and living (see the competences on Appendix 6 and presentation of the contents in the textbooks). This shows that there is no balance maintained among the various elements of the curriculum.

In addition to lack of balance (among levels of cognitive practices and focus on content vs. life, etc.), there is also problem with respect to over crowdedness. This is especially true with the contents presented in the textbooks of the three subjects. Hitherto, this feature led the books to focus on the teachers teaching than the students learning. I have witnessed in my classroom observation that most of the teachers usually used to make lectures than employing interactive techniques of learning and teaching. A teacher in an interview after classroom observation stated that she used to make lectures because the book is overly crowded with content knowledge which she is required to finish before the semester examination period. Similarly, another teacher stated that he used to teach children using lecture method in order that the classroom situation (especially the classroom size) together with the bulky nature of the textbook did not encourage him to use interactive techniques.

On the other hand, the implementers of the curriculum (teachers) are having difficulty in implementing the designed curriculum. The classroom observation I made has helped me to see this reality. While I was observing the English language classroom most of the observed teachers were usually observed while expounding on topics within the textbooks. Sometimes they were explaining facts in Amharic for long time. Most of the exercises that were expected to be attempted by the students either individually or in pairs or in groups were not properly implemented. In my interview with a teacher he said that students could not use English as a communicative language; that was why he insisted not to let students work on the exercises. Similarly, another teacher also disclosed that students were not capable of making discussions in English and unable to talk to one another in English either. Due to this fact, he says "I never let them make discussions and work on activities that require them write paragraphs, poems, etc. I simply let them work on simple grammatical exercise".

Furthermore, many of the teachers of the three subjects who were interviewed believe that in national examinations students are usually asked for factual information and concepts than skills. Thus, they used to give attention for the facts and the concepts presented in the textbooks. The Biology and Civic and Ethical Education teachers also felt that most of the concepts presented in the textbooks are too tough for students to understand. Thus, they used to explain facts than promoting interactive classroom practices and lesson presentations. A teacher of Biology in an interview stated that he used to make lectures and he used to let the students write short notes to counteract the bulky nature of the textbooks. A Civic and Ethical Education teacher also stated that the concepts on the textbook are concepts oriented to law and the constitution of the federal government of the country; hence, it is usually difficult for students to easily understand the concepts presented to them. Thus, he says “that was why I was lecturing and expounding on the concepts and the ideas for long”.

In short, it was observed that stakeholders’ lack of understanding and lack of skills has clearly created problem in integrating life skills both at the level of the designing and the implementation of the curriculum. The designers designed life skills based curriculum usually in accordance with the structural form of integration (presenting facts in a gazette approach). As a result the implementers (teachers) used to lecture in accordance with the lesson presentation on the textbooks.

8.5.2 Stakeholders Lack of Attention and Commitment

The development of life skills based curriculum demands paying attention to life skills and the commitment thereon. Despite this fact, content analysis of the curriculum materials of the sampled subjects revealed that the designers gave due attention to content knowledge than the proper integration of life skills in the curricular documents (especially the textbooks). As stated several times, the competences set in all the sampled subjects are usually focused on the transmission of knowledge (see Appendix 6). It could be possible to set competences related with high order thinking skills, attitude and practices.

Furthermore, it could be possible to design life based activities associated with the real life of students and the wider community. The failure to do so was most likely due to lack of attention, lack of commitment or lack of skill in setting appropriate learning competences and in designing the associated interactive learning experiences. This finding is consistent with the finding of the

study by Vajargah, Abolghasem and Sabzian. Vajargah, Abolghasem and Sabzian (2009) found out that, the degree of attention paid to life skills affected the integration of life skills into the primary school of Iran. Similarly, Munsu and Guha (2014) stated that in addition to other factors school realities and teacher capacity of a country can determine ways to integrate life skills into the formal education systems of that country.

On the other hand, teachers could design activities associated with the real life of students although the textbooks were not designed in that way. Of course, this kind of practices is synonymous with the idea of curriculum adaptation. Despite this fact, let alone designing new learning experiences teachers were observed not using what has been designed as learning experiences in the textbooks. While making interview with a teacher who used to teach using the traditional method of lecturing, while giving up with the relatively appropriately designed activity of the textbook of English, he said that he felt comfortable while lecturing; and that he adds, “students are usually careless while working on activities given to them; hence, I don’t want them to give exercises. Rather, I want to do it by myself using the lecture method”. Similarly, another teacher, a teacher of CEE, said that he usually used to feel proud and satisfied when explaining things to students and when students feel satisfied with what he did (the lecturing practice).

It is believed that the teaching of life skills demand a classroom environment that is open, comfortable, relaxed, challenging, safe, supportive, trusting, humorous, energized and collaborative. Such classroom climates, say Hamza and Griffith, rewarded creative behavior and encouraged thinking and exploring processes: students were free to voice opinions through non-threatening, entertaining and enjoyable methods... (Hamza and Griffith, 2006). Despite this fact, observation of most of the classroom practices of teachers revealed that the teaching-learning environments were not relaxed and energized; rather students were made to be passive recipients of information while at the same time dominated by the teacher undemocratic classroom practices. Teachers were interviewed concerning this practices and why they did that way. A teacher stated that students are not good when they are left independent. Similarly, another teacher said that it was better to control students as set in the school’s rules and regulations. Otherwise, she says “Students will become so careless and never respect teachers and the school community at large”. This showed that teachers are not committed to the profession and the

professional code of ethics or they don't have the skill as to how to effectively manage classrooms.

According to Suresh and Subramoniam (2015), a teacher who followed a traditional way of teaching by lecturing feels indifferent to accept child centered teaching methodologies as is required in life skill based education. Observation of the classroom practices of teachers of the sampled schools and the associated interview with the observed teachers revealed that such kinds of teachers, who used to rely on the traditional practices of lecturing, believed that although the student centered methods and techniques were relevant, they were time consuming, difficult to manage etc. Therefore, if these kinds of teachers were provided with an opportunity to implement child centered teaching that will be failure due to their wrong perceptions (ibid). However, in the words of Dewey (1938), learning comes from children direct experience rather than from inculcating facts and values through books and lectures.

According to Singh and Sharma (2016), successfully integrating life skills in the Indian school education demanded, among other things, reforms in building a school culture toward life-skills based education and improving the capacity and motivation of teachers to develop and integrate such life skills into their classroom practice. Similarly, Carr (2000), while describing the moral educational implications of the teaching profession, stated that teachers are to be mindful of the way they dress and speak, to exemplify industry and diligence and to set the right tone, presumably of proper respect for persons, in their dealings with colleagues and pupils.

In order to make life skills based education effective and successful scholars agree that there should be a planned and sequenced curriculum across all subjects that is incrementally adjusted to the age and stage of the learner in school, (Tiendreberogo, et al, 2003; Senderowitz and Kirby, 2006). Furthermore, it is also suggested that at least 14 hours of teaching is needed per academic year for LSE to be successful (Samuels, 2012). Such kinds of programs may include booster sessions; focusing on clear and articulated behavioral goals, providing accurate information, personalizing and continually reinforcing key messages, and introducing practical skills and examples for dealing with social pressures or specific situations. The content of the curriculum needs to include learning around the various core life skills (Yankah and Aggleton, 2008; UNESCO 2009; Samuels, 2012). Therefore, shortly speaking the designers as well as the

implementers of the curriculum had to pay due attention to address all these features of life skills based curriculum while designing and implementing the curriculum.

8.5.3 Lack of Resources and Materials

One of the major factors that affect the integration of life skills into the general secondary schools' curriculum is lack of resources and materials to read and understand about life skills and of course to develop the skill as to how to design life skills based lessons. In other words, stakeholders' lack of skill to integrate life skills is, one way or the other, associated with lack of resources and materials to read and/or practice the way as to how to integrate life skills while developing life skills based curriculum. A teacher in one of the sampled schools said that they did not have books and similar materials to read so that they failed to develop their knowledge and skills associated with life skills based education. Similarly, an expert in the MoE stated that there were no enough materials that could help them to develop their knowledge and skill of developing life skills based curriculum (education), provided that if they were the one who were responsible for the writing of the textbooks.

Of course, my observation of the sampled schools, especially on the status of the schools in relation to the provision of resources has helped me to see the lack of materials associated with reading books, manuals, etc. I was expecting the availability of at least the supplementary manuals produced by the HIV/AIDS Directorate of the Ministry of Education. However, surprisingly the supplementary manuals were not available in all the sampled schools I observed. I showed few of the manuals to teachers in the sampled schools; nobody has seen them or listened about them either. A teacher in one of the schools after having seen the publication data of the manuals (August 2014) says “it was before two years that the manuals were published; yet, the manuals did not arrive here, a school in Addis Ababa, let alone reaching the different schools in the country side.” In short, either the manuals produced by the HIV/AIDS Directorate of the Ministry of Education or other resources concerned with life skills are not available in the sampled schools I observed.

On the other hand, the bulky nature of the textbooks that demanded much time for lecturing and the large class sizes are also found to be impediments to the integration of life skills into the school curriculum. A teacher stated that he was unable to create an interactive classroom practice due to the fact that the textbook that he was supposed to cover was so bulky while the time given

to cover it was relatively shorter. Similarly, another teacher said that she failed to implement an interactive classroom practice for she was faced with large classroom size with bulky textbooks. She asks with disgruntled facial look, “How could you finish a bulky material where there were many students in a class, while at the same time using student centered and activity oriented techniques of teaching?” According to Suresh and Subramoniam (2015), life skills are needed for students but imparting this type of participatory learning approach is difficult because it consume lot of time in teaching process and yet, it demands small population of students not more than 30.

8.5.4 Inappropriate Organizational Setup

Another factor affecting the integration of life skills into the school curriculum was the organizational setup of the curriculum designing group in the Ministry of Education. During my interview with the experts in the MoE, I have understood that the curriculum design and implementation directorate of the ministry of education is organized by head of the directorate and one or two experts of each subject. The experts are not expected to write the curricular materials; rather they are charged with the responsibility of coordinating and facilitating the production of the curricular materials. Concerning their responsibility an expert stated that their responsibility is limited to the coordination and control of those who are given the responsibility of writing the curriculum materials.

Here it is worth to mention the fact that, curricular materials (especially the textbooks) were produced or written by outsourced professionals who were successful in winning the tender drawn for writing curricular materials. Hence, in the word of an expert in the MoE, the outsourced professionals were paid based on the number of pages of the textbooks. Thus, they usually used to produce bulky materials. This view is also held by many of the experts whom I interviewed. This practice certainly compromises the quality of the materials.

The deliberation approach to curriculum development is more helpful when there arises variation in perspective. According to Tak Shing LAM John (2011), curriculum problems that arise out of differences among stakeholders’ beliefs and practice particularly lend themselves to a deliberative mode of curriculum development. Therefore, an organizational setup that promotes the deliberation approach to curriculum development need to be set in place.

8.6 Conclusion

Amidst the variation in the perspective of the stakeholders, about life skills and the integration of the different types of life skills, there observed variation in the practices of designing and implementing life skills based curriculum. This created undetermined model to be used by the stakeholders in the integration of the life skills. Consequently, many of the stakeholders (especially the curriculum designers) were not clear with the fact that there was little effort in trying to integrate life skills as was observed in Chapter 5, 6 and 7 of this dissertation. That is, they were not clear as to their practices of integrating life skills, at least in an implied fashion. Or else, it was observed that many of the stakeholders were unclear as to how to go about doing the practices of integrating life skills. This problem was exacerbated by the lack of skills, commitment, resources and materials (to read) and appropriate organizational setup of the Curriculum Directorate of the Ministry of Education.

CHAPTER NINE

CONCLUDING REMARK

9.1 The Issue

This study was intended to examine the practices and perspectives of integrating life skills into the general secondary schools' curriculum of Ethiopia. In line with this, the following research questions were raised at the outset of this research work: Which life skills are given attention in the general secondary schools' curriculum of Ethiopia and Why? What type of program and/or curriculum integration model is used in designing the Ethiopian general secondary schools' curriculum to promote the development of students' life skills and why? What are the research participants' perception and understanding of life skills and the place of life skills in the general secondary schools' curriculum? What factors affect the integration of life skills in the general secondary schools' curriculum of Ethiopia?

In order to answer the aforementioned questions, qualitative research approach was used. Hence, qualitative content analyses along with case study and phenomenological research methods were used as methods of this research work. Based on this fact, the curriculum materials of the general secondary school were used as the main data sources. In addition, curriculum specialists, teachers and concerned others were used as sources of data. To collect data from the data sources qualitative content analysis, interview, observation and field notes were used as instruments of data collection.

Using purposive sampling technique I decided to make content analysis of the curriculum materials of the three cases (as sample subjects); namely: English, Civic and Ethical Education and Biology. For the interview with authorities and teachers I used snow ball sampling technique and thus I interviewed six professionals in the Ministry of Education and 18 teachers. Furthermore, I observed the classroom practices of 18 teachers. The data collected were analyzed thematically case by case followed by a cross-case analysis of the three cases while relating it with the available literature.

9.2 Conclusion

The data and the analysis of the data suggested that the curriculum development process followed inappropriate practices or procedures. At the outset curriculum development process is

believed to start with needs' diagnosis (i.e. identifying the needs of students, needs of the society, etc.). Diagnosis of needs paves the way for setting decision regarding the aims, goals and objectives (competences) of education. The aims and goals of education as stated in the Education and Training Policy of Ethiopia have strong association with the national and societal needs of the society. However, the instructional objectives (competences), that were believed to be drawn from the national educational aims and goals, were not the proper reflections of the aims and the goals. Most of the competences (objectives) in the textbooks (curricular materials) are at the lower level of the cognitive domain that have no significant relation with the development of life skills, while the aims and goals of education have strong relation with life skills.

In trying to address the objectives (that were at the lower level of the cognitive domain and that were requiring students to recite facts, theories, concepts, etc.) the textbooks presented facts, theories, concepts, etc. in a gazette approach. While giving attention to the treatment of large amount of subject content (facts, theories, concepts, etc.) the curricular documents (especially the textbooks) were obscuring, if not, totally concealing life skills and the skills needed to live successful life – forgetting life skills in order to disclose large amount of subject contents.

Although the policy documents encourage for interactive classroom practices and the development of life skills in students, the curricular documents (especially the textbooks), on the other hand, have stressed for simple impartation of subject contents. This implies that, both the curriculum designers and the curriculum implementers claim to work in constructivism (that emphasizes the provision of opportunities for students to interact with each other and the world around them; so as to understand, think critically, make linkages, interpret, analyze, draw conclusions and communicate about what they were learning) but actually work in positivism (that gives due respect to the nature of disciplines and their logical organization; and that presents large amount of information in a straight forward manner so as to enforce learners to absorb or memorize facts or pieces of information often for the purpose of regurgitation).

Clear discrepancy was observed in addressing the various life skills within the curricular documents. Some of the core life skills are given attention while others are neglected. The skills of coping with emotion and stress, interpersonal relationship skill and problem solving skill are neglected in all the three subjects. The other core life skills are either partially integrated or

properly integrated or neglected in one or more of the sampled subjects. On the other hand, English language is relatively better, while Biology is worst in addressing the life skills. About six of the core life skills are properly integrated in the English language; whereas nine of the core life skills are neglected in the Biology curricular materials.

Although, no decision was set regarding the model to be followed in integrating life skills and hence, unrecognized by the stakeholders; the life skills that are at least partially integrated in the general secondary schools' curriculum were done so, not as a co-curricular activity or as an independent subject; but as topics and/or activities in the different subjects. That is, it seems that the discipline based content and/or activity oriented design is used in the practices of integrating life skills in the general secondary schools' curriculum of Ethiopia.

It was clearly observed that there is difference in perspectives developed regarding life skills and the issues of life skills among stakeholders. Thus, no common understanding is reached among stakeholders regarding what life skills are, the various types of life skills that are to be integrated within the school curriculum, and the model to be used in integrating life skills. This in-turn creates disparity among stakeholders in designing and implementing life skills based curriculum. The existence of disparity in stakeholders understanding and skill about the integration of life skills has partly affected the practices of integrating life skills in the school curriculum. Furthermore, the following are found to be major factors affecting the practices of integrating life skills in the general secondary school curriculum of Ethiopia: stakeholders' lack of attention and commitment, lack of resources and materials, and inappropriate organizational setup of the curriculum designing and developing directorate of the Ministry of Education.

9.3 Contribution of the Research to the World of Knowledge

This research has significant contribution to the rethinking of the ways as to how life skills are to be integrated in schools where there are many subjects. As a matter of fact, many countries are now integrating life skills as an independent subject or as a co-curricular program. But this kind of practice is not conducive in schools where there are many subjects (courses) and overly crowded contents. Thus, my research has shown the possibility of properly integrating life skills within the existing programs and the time available therein.

It is customary, here in Ethiopia and elsewhere in many areas of the world, that the integration of life skills is strongly associated with and of course built specially on ideas or contents related with HIV/AIDS. This research work paves the way to rethink the possibility and the necessity of integrating life skills in the school curriculum with respect to the various aspects of life including HIV/AIDS. Of course, it is indispensable to integrate life skills in all walks of the school curriculum in relation to the various aspects of life. It is this way that the school curriculum becomes responsive to the life of diverse students in schools there by becoming relevant to the life of students and the society.

The strong interest to teach huge contents within subject disciplines would harm the possibility of addressing life skills in the school curriculum. In the traditional school culture stakeholders believe that if students have the knowledge (on issues of life and living), then they would apply it in their real life. But this assumption is a mistaken way in that mere knowledge never grants practicing ideas, concepts, theories, etc. in life. Thus, this study has further lead readers to question the taken-for-granted assumption of focusing on content knowledge. Of course, it creates the conviction that, focus on teaching large amount of contents usually leads to obscuring life skills and ways of living. This in-turn demand stakeholders to make a shift of paradigm about the curriculum development practice.

It is observed that both the curriculum designers and the curriculum implementers are claiming that the constructivist approach to curriculum development is better. However, they are observed following the positivist approach while developing the curriculum. This may be due to the need and the conviction to switch to the eclectic approach. However, following such an approach would lead to lack of consistency in both theory and practice. This in turn leads to lack of firm stand in both theory and practice. Such kinds of situations undoubtedly jeopardized the overall practice of curriculum development. Therefore, it is better that practitioners should develop strong sense of personal as well as organizational (common to stakeholders in the organization) philosophy of education, in order to effectively execute their responsibility. Lastly it is believed that this research paves the way for researchers to carry out further research in the area.

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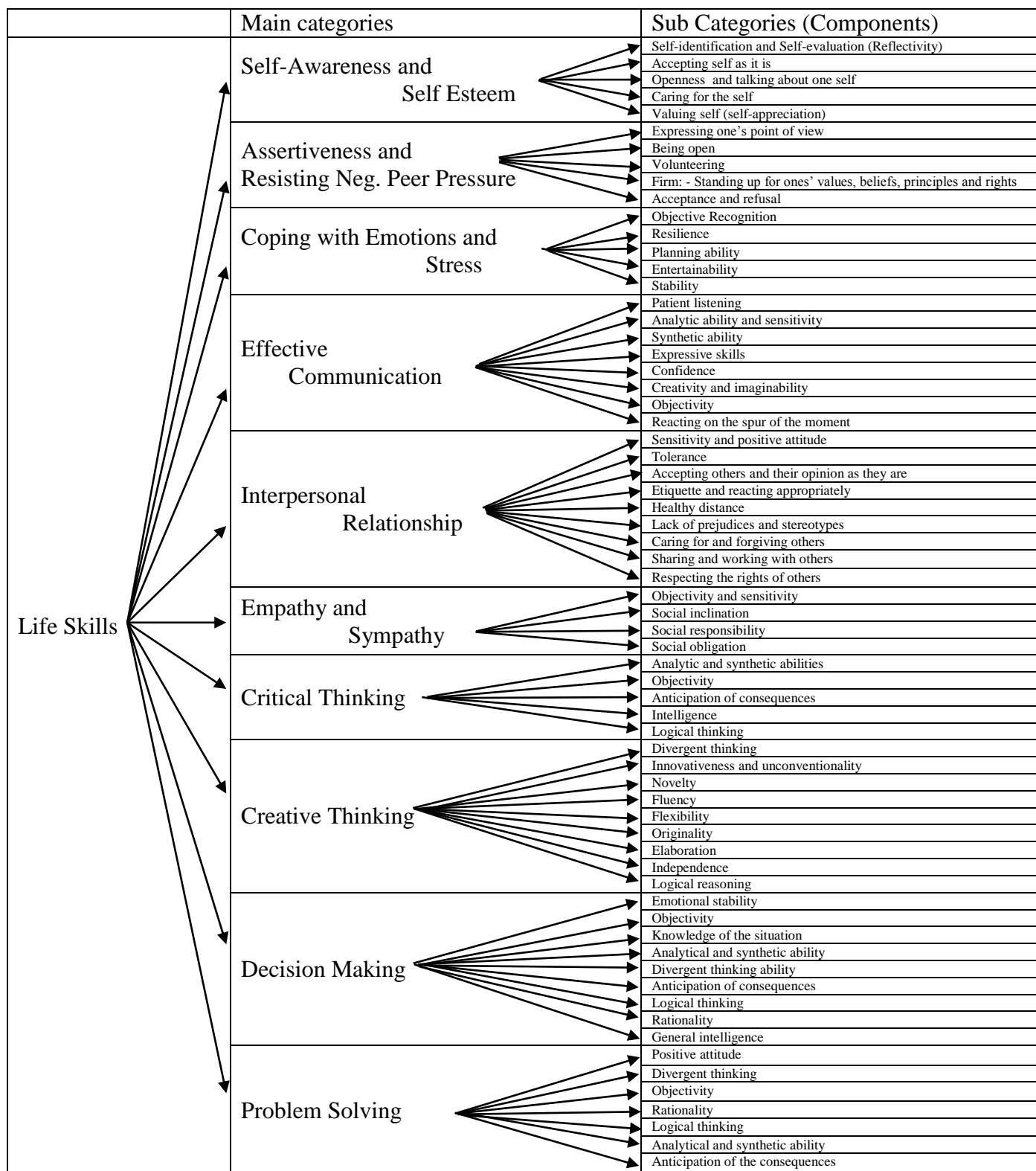
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APPENDICES

Appendix 1: Categorization Matrix of the Study



Appendix 2 Checklist Designed for the Content Analysis

Indicators for the analysis of Life Skills based objectives, contents, learning experiences (activities) and assessment techniques in the Ethiopian General Secondary School Curricula

S. No	Indicators; the curriculum document helps students develop the following skills: -	Properly Integrated	Partially Integrated	Neglected
1	Self-awareness and self-esteem skills: include: -			
	Self-identification: is the ability to identify oneself (one's own behavior) and one's own strengths and weaknesses without any personal bias or prejudices.			
	Self-evaluation and reflectivity: is the ability to use processes of seeing, understanding, pausing and objectively assessing one's own self in relation to strengths, weaknesses, emotions, feelings, etc. against a set of criteria in order to improve one self.			
	Accepting self as it is: is the ability to accept one's own self as a whole, in terms of strengths and weaknesses, which makes the person unique.			
	Talking about one self: is the ability to talk about one's potential, feelings (likes, dislikes, etc.), emotions, culture (e.g. tribe, home, religion), etc.			
	Valuing self (self-appreciation) the ability to sensitively understand, respect and value of oneself.			
	Caring for the self: is the ability to maintain the health of one's body and the wellness of the mind through physical exercise, nutrition, hygiene, prevention of common diseases, etc.			
2	Assertiveness and resisting negative peer pressure skills: include: -			
	Expressing one's point of view: the ability to express one's own views without fear and hesitation.			
	Being open: is the ability to welcome opinions from others if they are useful, despite they are being contradictory to one's own initial conviction or belief.			
	Volunteering: the ability to support and/or recruit others to support an organization that serves the community.			
	Firm: the ability to stand up for one's values, beliefs, principles and rights			
	Respectful: the ability to respect the values, beliefs, principles and rights of others			
	Acceptance and refusal: the ability to accept and refuse others query that is in-favor of and against one's own principle or belief respectively.			
3	Coping with emotions and stress skills: include: -			
	Recognizing: is the ability to identify (become aware of) one's own emotion and feelings of stress, the origins of that experience, an appraisal of the obstacles that seemingly impede their resolution.			

	Objectivity: is the ability to understand the emotions as they are and not based on personal biases and to be in a state of being impersonal to a problem or situation being examined or under focus.			
	Resilience: is the ability to recover quickly from any emotionally disturbing or stressful change or misfortune situation and get back to mental cheerfulness.			
	Planning ability: is a group of abilities to set goals and to draw schemes appropriate and adequate for bringing about a relative end to ongoing stressful experiences through future courses of action.			
	Entertainability: is the ability to amuse or indulge in diversions that enables the individual to refresh one's body and mind (while being relaxed) so as to bring it back to an optimal state of functioning.			
	Stability: is the ability of being constant, firm, steadfast and resistant to change.			
4	Effective communication skill: include:			
	Patient listening: is the ability to receive auditory inputs with full respect in a sustained manner in any conversation, without interrupting others until they are completed.			
	Analytic ability: is the ability to analyze different components of a piece of information, in order to understand its content.			
	Synthetic ability - is the ability to integrate different pieces of information available in different domains, thereby creating a meaningful picture of sets of information into an organized whole.			
	Sensitivity – is the ability to be sensitive to the feelings and emotions of others in social situations in order to communicate effectively.			
	Expressive skills – is the ability to present one's ideas or feelings through the use of spoken or written language (in a fluent, audible and meaningful way) along with the use of gestures.			
	Confidence – is the ability to put across one's views persuasively with a strong sense of conviction.			
	Creativity - is the ability to use different alternative ways to reach out people successfully.			
	Objectivity - is the ability to participate in a communicative situation without any preconceived notions about persons involved or the content of communication.			
	Imaginability – is the ability to foresee consequences of a communicative situation.			
	Reacting on the spur of the moment: is to react to any situation instantaneously, making sense.			
5	Interpersonal relationship skills: include: -			
	Sensitivity: is the ability to be sensitive to the feelings, emotions and needs of others			
	Tolerance: is the ability to endure and respect feelings, views, attitudes etc., of others in interpersonal interactions irrespective of our agreement or disagreement on them.			
	Positive attitude: is the ability to see the positive aspects in others and appreciate them.			

	Accepting others as they are: is the ability to accept others with their strengths and weaknesses as it exists without showing any personal bias or prejudice about them in interpersonal relationships.			
	Etiquette and reacting appropriately: is the ability to show behavior that is appropriate to different social situations which can earn respect and facilitate good interpersonal relationships.			
	Healthy distance: is the ability to take only that much of liberty as the relationship empowers and demands and not misuse the liberty between any two individuals in any social situation.			
	Lack of prejudices and stereotypes: is the ability to interact freely with other people without being governed by preconceived notions about individuals /groups in any social situation.			
	Caring for and forgiving others: is the ability to care and maintain the health of others body and the wellness of their mind through educating, support, etc. on a cooperative base.			
	Sharing and working with others: the ability to share ideas, money, materials, etc. and work together with others.			
6	Empathy and sympathy skills: include: -			
	Objectivity and sensitivity: is the ability to sense the feelings, needs, etc. of other people and assess the requirement of assistance to others in need, in society, excluding one's own personal biases.			
	Social inclination: is the ability to develop and show the attitude that as a member of the society one has to do something for the welfare of the society and its members as and when situation arises.			
	Social responsibility: is the ability to feel responsible for the society by way of understanding the needs, emotions and actions of people and also contribute to the welfare of society and its members.			
	Social obligation: is the ability to feel that it is one's duty to understand the feelings, needs, actions and emotions of people in society and extend help voluntarily without even being asked for.			
7	Critical thinking skills: include: -			
	Analytic and synthetic abilities: are the abilities to analyze different components of a social and personal situation and put them together meaningfully in order to understand the situation.			
	Objectivity: is the ability to analyze social and personal situations based on pros and cons dispassionately by delinking personal feelings and subjectivity.			
	Anticipation of consequences: is the ability to anticipate the consequences of any line of thinking in social and personal situations.			
	Intelligence: is the general ability to weigh the strengths and weaknesses of any situation in the process of its understanding.			
	Logical Thinking: is the ability to think and reason systematically (in an inductive and deductive			

	modes) on all social and personal situations of life based on objective principles.			
8	Creative thinking skills: include: -			
	Divergent thinking: is the ability to think in different ways on one issue.			
	Innovativeness and unconventionality: is the ability to think in new ways of doing things, differently from the practiced usual ways, which is cost-effective if implemented, and worthy of emulation.			
	Novelty: is the ability to generate new ways of thinking which had not been used in the past.			
	Fluency: is the ability to generate fluently many ideas about a situation without any discontinuity.			
	Flexibility: is the ability to shift perspectives while thinking and generate as many ideas as possible.			
	Originality: is the ability to think very differently from the large majority of people on different social situations, disregard of their social approval.			
	Elaboration: is the ability to think in such a way where one is capable of expanding different issues to different proportions in a connected manner.			
	Independence: is the ability to think without being influenced by the views of others.			
9	Decision making skills: include: -			
	Emotional stability: is the ability to manage emotions and remain calm in decision-making situation.			
	Objectivity: is the ability to describe decision-making situations or problems exactly as they are without being influenced by one's own or others' feelings, opinions and beliefs.			
	Knowledge of the situation: is the ability to describe the context of the decision-making situation, its elements and their inter-relationships.			
	Analytical and synthetic ability: are the abilities to analyze different components of a social and personal issues and put them together meaningfully in order to set appropriate decisions.			
	Divergent thinking: is the ability to think in different ways while making decisions.			
	Anticipation of consequences: is the ability to predict the possible consequences of choosing a possible course of action and telling consequences of decisions made.			
	Logical thinking: is the ability to think systematically & sequentially using valid principles of logic.			
	Rationality: is the ability to take decisions or arrive at a conclusion on the basis of valid reasons or logic and NOT impulsively or by trial and error or on the basis of one's own feelings, opinions, etc.			

	General intelligence: is the general mental ability to understand, think, learn and apply relevant procedures in decision-making situations.			
10	Problem solving skills: include: -			
	Positive attitude: is the ability of being hopeful and confident of approaching problems in life.			
	Divergent thinking: is the ability to think in multiple ways and manage a problem from different perspectives.			
	Objectivity: is the ability to view one's own problem from a third person's perspective as they are.			
	Rationality: is the ability to solve problems based on logic than using crude methods or trial/error.			
	Logical thinking: is the ability to understand and deal with a problem in a systematic and orderly fashion while finding different strategies of solving the problem.			
	Analytical and synthetic ability: is the ability to break down and/or put together as well as understand various aspects / components of a problem.			
	Anticipation of the consequences: is the ability to infer/foresee the after-effects of the problem and / or the possibilities of the success/failure of the strategies used in the management of the problem.			

Appendix 3:

Stimulating Questions Used during Interview with Officials and/or experts in the Ministry of Education

1. What does life skills mean to you? Substantiate your answer with examples.
2. Do you think life skills should be addressed within the school curriculum? Why? If no, why not? What do you think will happen when an educational system lacks (is void of) life skills?
3. Do you think that the current Ethiopian general secondary school curriculum integrates life skills? In what way? Explain it with practical examples.
4. What type of model should be used (followed) in integrating life skills in to the school curriculum? Is it in the form of a co curricular activity or as an independent subject or as topics and/or activities in the different subjects? Substantiate your answer with practical examples.
5. What do you think is the reason for many of the present day youth to get frequently engaged in risk behaviors such as early pregnancy, unsafe abortion, alcoholism, drug-abuse, migration, unsafe sexual practices, STD, HIV/AIDS, fundamentalism, corruption, disrespecting laws and regulations, moral decadence, rape, etc?
6. Do you think that the school curriculum is responsive to such issues of the learners and the society as a whole? If so, in what way? If no, why not?
7. What types of programs are there in the general secondary schools of Ethiopia that promotes life skills development of students? Are these programs successful? How?
8. Do you think that life skills are only associated with HIV/AIDS and/or the three subjects you selected?
9. Did you design the supplementary curricular materials in a way that reinforce the development of skills?
10. Reflect on your own practice of integrating life skills in to the general secondary schools curriculum of Ethiopia?
11. What should be done within the curriculum so as to improve the life of children in relation to the presently observed psychosocial problems of the youth?
12. What measures need to be taken in order to make life skills education more functional in the Ethiopian general secondary schools' classrooms and the schools at large?

Appendix 4:

Stimulating Questions Used during Interview with Teachers.

1. What does life skills mean to you? Substantiate your answer with examples.
2. Do you think life skills should be addressed within the school curriculum? Why? If no, why not? What do you think will happen when an educational system lacks (is void of) life skills?
3. Do you think that the current Ethiopian general secondary school curriculum integrates life skills? In what way? Explain it with practical examples.
4. What do you think are the roles of teachers in integrating life skills in to the schools' curriculum?
5. What do you think is the reason for many of the present day youth to get frequently engaged in risk behaviors such as early pregnancy, unsafe abortion, alcoholism, drug-abuse, migration, unsafe sexual practices, STD, HIV/AIDS, fundamentalism, corruption, disrespecting laws and regulations, moral decadence, rape, etc?
6. Do you think that the school curriculum is responsive to such issues of the learners and the society as a whole? If so, in what way? If no, why not?
7. What types of programs are there in the general secondary schools of Ethiopia that promotes life skills development of students? Are these programs successful? How?
8. Reflect on your own practice of integrating life skills in to the general secondary schools curriculum of Ethiopia?
9. What should be done to improve the life of children in relation to the presently observed psychosocial problems of the youth?
10. What measures need to be taken in order to make life skills education more functional in the Ethiopian general secondary schools' classrooms and the schools at large?

Appendix 5: Ethical Principles and Procedures for the Research

Integrating Life Skills in the Ethiopian General Secondary Schools' Curriculum: Perspectives and Practices

My main interest in this venture is to undertake research with your cooperation (as a research participant), for better understanding of the practices and perspectives of integrating life skills in to the Ethiopian General Secondary Schools' curriculum. The information you share with me will be secured with utmost confidentiality and your personal identity kept anonymous. Fictitious names will be used when names are needed in the report.

The following framework consists of my ethical principles and procedures. I am willing to discuss these principles with you in pursuit of an agreed up on and amended framework.

1. Participation in the research is voluntary. You have the right to withdraw from the research at any time.
2. Information given to me (by your will) will be treated as belonging to you; and it can be used only with your permission.
3. Observations and interpretations made by me will be treated as belonging to me. Whenever implicated in such observations and interpretations, you will be invited to comment upon their fairness, accuracy and relevance.
4. I will seek your permission to create or use audio records. You have the right to refuse, change your mind after being recorded or withdraw your recordings. You can edit or change or clear out them
5. I will securely store data
6. In case views may be enlightening, the presentation of these views will be negotiated with you.
7. Full anonymity of your identity and confidentiality of the information you share with me will be maintained.
8. Except for the purposes of professional collaboration in the project no data arising from interviews or observation will be disclosed in any form to third parties without your explicit and prior consent. Where data is shared for the purpose of professional collaboration these protocols and procedures apply to all those involved in the collaboration.
9. I am willing to discuss these principles and procedures with you in pursuit of an agreed framework for the research and to amend them as necessary.

Appendix 6. Competences of the Three Sampled Subjects

Biology for Grades Nine and Ten	Civic and Ethical Education for Grades Nine and Ten	English Language for Grades Nine and Ten	
<p><u>Grade 9</u></p> <ul style="list-style-type: none"> ➤ Name at least one renowned Ethiopian biologist. ➤ Explain the contributions of the renowned Ethiopian biologist. ➤ Explain how scientific institutions contribute to scientific research. ➤ Name some Ethiopian institutions involved in biological research. ➤ Explain the activities of some institutions involved in biological research in Ethiopia ➤ Name types of microscopes ➤ State the functions of the different types of microscopes ➤ Distinguish between magnification and resolution of a microscope. ➤ Compare the different resolutions and dimensions of light and electron microscope. ➤ Explain basic techniques of using a light microscope. ➤ Use the microscope to study cells. ➤ Compare the way materials are prepared for the electronic microscope and light microscope. ➤ Explain the purpose of staining cells. ➤ Show types, shapes, and sizes of cells using diagrams. ➤ State the cell theory. ➤ List the structures of cells. ➤ Describe the functions of the structures of cells. ➤ Compare animal cells with plant cells. ➤ Describe the permeability of the cell membrane. ➤ Describe the processes of diffusion and osmosis and their importance in living organisms. ➤ Demonstrate osmosis experimentally. ➤ Show that plant cells become flaccid when they 	<p><u>Grade 9</u></p> <ul style="list-style-type: none"> ➤ Define democracy. ➤ State the characteristics of democracy. ➤ Demonstrate some democratic characteristics. ➤ Explain the basic human and democratic rights which all people have. ➤ Defend your human and democratic rights. ➤ Explain the obligations which citizens have. ➤ Give due respect to your friends. ➤ Describe what tolerance of diversity is. ➤ Explain the distinctive characteristics of post 1991 Ethiopian society. ➤ Demonstrate tolerance of diversity. ➤ Describe the nature and structure of the government in Ethiopia. ➤ Explain the source of political power under the three governments of Ethiopia. ➤ State the principles of the Ethiopian foreign policy. ➤ Define what a constitution is. ➤ Explain basic function of a constitution. ➤ Describe the forms of a constitution. 	<p><u>Grade 9</u></p> <ul style="list-style-type: none"> ➤ Discuss how you remember things. ➤ Read about different strategies for learning. ➤ Play a listening game. ➤ Listen and match descriptions to photographs. ➤ Practice asking questions with the correct pronunciation. ➤ Follow instruction to make a fortune teller. ➤ Use question words to ask questions. ➤ Read and locate places in Ethiopia on a map. ➤ Match people with their nationalities and countries. ➤ Read about five students and complete a chart about them. ➤ Use the present simple tense. ➤ Complete some information about yourself. ➤ Complete a class survey about clubs and activities. ➤ Express obligation or necessary in sentence. ➤ Find out and complete a chart about your school's rule. ➤ Read a passage about why you should study English. ➤ Use the future tense when making sudden decision. ➤ Discuss what advise you would give new students. 	<p><u>Grade 10</u></p> <ul style="list-style-type: none"> ➤ Discuss how much you know about sport and athletics ➤ Talk about sport ➤ Listen to a newspaper report about Derartu Tulu ➤ Read about East African athletes ➤ Use relative pronouns to join two pieces of information ➤ Make comparisons between East African athletes ➤ Use adverbs of frequency ➤ Use the present perfect tense ➤ Write about your favorite sport ➤ Speak about future plans using the correct pronunciation ➤ List some ground rules for using English in the classroom ➤ Listen to and answer questions about a passage about Pele ➤ Read a newspaper article about women's soccer ➤ Use adverb of time ➤ Listen to a lecture about the importance of keeping fit ➤ Talk about the importance of health and fitness ➤ Give some good advice ➤ Make plans and suggestions ➤ Write a report about the African Nations Cup ➤ Read a passage about playing basketball ➤ Write about learning a new sport

<p>lose water and turgid when they absorb water by osmosis.</p> <ul style="list-style-type: none"> ➤ Explain plasmolysis and turgor pressure. ➤ Explain active and passive transport across cell membranes. ➤ Discuss the advantages and disadvantages of diffusion, osmosis and active transport for moving substances into and out of cells. ➤ Define food as the source of nutrients and energy for the body. ➤ List the six classes of food. ➤ Tell the sources of the six classes of food. ➤ Conduct simple tests for starch, protein, fats and vitamin C. ➤ Define nutrition as obtaining food in order to carry out life processes. ➤ Define balanced diet as a diet that is made up of the four food groups. ➤ Explain the importance of balanced diet. ➤ Compose simple examples of balanced breakfast, lunch and dinner. ➤ Diagram of the human digestive system. ➤ Name the various parts of the digestive system. ➤ Describe the functions of the structures of the digestive system. ➤ Describe the processes of digestion in the mouth, stomach and small intestine. ➤ Describe the role of enzymes in the process of digestion. ➤ Conduct a simple experiment to prove that digestion begins in the mouth. ➤ Describe the process of Absorption. ➤ Reason the importance of keeping oral hygiene. ➤ Explain methods of keeping oral hygiene. ➤ Demonstrate the cares that should be taken when buying and using canned, packed and bottled foods. ➤ Identify human breathing structures. ➤ Describe the functions of breathing structures. ➤ Examine lung structures using lung specimen. 	<ul style="list-style-type: none"> ➤ Explain the history of a constitution in Ethiopia. ➤ Define the rule of law. ➤ Explain sources of rule of law. ➤ Respect the rule of law. ➤ Distinguish between the power of limited and unlimited government. ➤ Explain the nature of corruption. ➤ Describe the effects of corruption on development. ➤ Define what equality means. ➤ Explain the history of equality in Ethiopia. ➤ Explain the different dimensions of equality as stated in the Federal Constitution. ➤ Explain the concept of gender equality and its place in contemporary Ethiopia. ➤ Explain the respect that should be accorded to different cultures in order for equality to prevail. ➤ Respect the culture of your citizens. ➤ Define justice and equity. ➤ Explain what social services are. ➤ Describe the importance of equality of access in social services. ➤ Explain the role of citizens in the operation of justice. ➤ Struggle against acts of injustice within the limits of your capacity. ➤ Explain the foundation of justice. ➤ Enumerate the instruments of justice. ➤ Describe the role of courts and 	<ul style="list-style-type: none"> ➤ Read a letter giving advice to a new student. ➤ Revise punctuation ➤ Play a dictionary game ➤ Play a word game ➤ Prepare a quiz about Ethiopia ➤ Listen to a passage about Ethiopia and identify statements as True or False ➤ Describe some photographs of places in Ethiopia. ➤ Learn some new words ➤ Read a dialogue about some holiday suggestions ➤ Listen and complete a passage about Debre Damo monastery. ➤ Write a description of where you live ➤ Complete a class survey about holidays ➤ Give directions to places on a map ➤ Ask for directions politely ➤ Find and write down some notices in English in the community ➤ Express the future using going to, may or might ➤ Talk about future plans ➤ Read about two tours in Ethiopia ➤ Use the verb forms going to and has/have in sentences ➤ Use the present perfect tense ➤ Use the correct pronunciation to ask and answer questions in the present perfect tense ➤ Read a passage about the Simien Mountains ➤ Write a letter of inquiry about a holiday in Ethiopia ➤ Read a tourist office leaflet ➤ Find out more information about 	<ul style="list-style-type: none"> ➤ Organize your study time better ➤ Identify dangers in the home and take part in a First Aid quiz ➤ Discuss common accidents ➤ Listen to a story about dangerous situations and re-tell it in your own words ➤ Read about First Aid ➤ Use question words to ask questions ➤ Role-play scenes relating to First Aids ➤ Improve your vocabulary about accident and injuries ➤ Read a story about dealing with a bad burn ➤ Listen and complete a passage about a nose bleed ➤ Write a story about a bicycle accident using sequencing words ➤ Practice giving someone advice ➤ Use expressions for remembering and reminiscing ➤ Discuss how you could improve your English outside the classroom ➤ Describe pictures showing potential accidents ➤ Read a passage about accidents at home ➤ Write a list of rules to prevent accidents ➤ Learn more about using verbs ➤ Write and act a conversation in a clinic ➤ Learn to use 'sense' verbs ➤ Listen to a passage about safety ➤ Practice using prepositions of place ➤ Use different combinations of words in sentences ➤ Use prefixes to make the opposite
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<ul style="list-style-type: none"> ➤ Demonstrate the presence of CO₂, water vapour and heat in exhaled air. ➤ Compare the composition of inhaled and exhaled air. ➤ Explain the mechanism of breathing using a lung model. ➤ Explain the mechanism of gas exchange. ➤ List the factors that affect breathing. ➤ Explain how breathing is affected by the factors. ➤ Explain the effects of smoking on health and family economy. ➤ List methods of keeping hygiene of breathing. ➤ Describe the steps followed by artificial respiration. ➤ Demonstrate the steps followed by artificial respiration. ➤ Explain cellular respiration. ➤ Describe the formation of ATP. ➤ Describe the importance of ATP to the body. ➤ Compare aerobic respiration with anaerobic respiration. ➤ Explain how oxygen and nutrients are transported. ➤ Indicate the structures of the heart on a model or diagram. ➤ Explain the functions of the structures of the heart. ➤ Examine a mammalian heart using fresh or preserved specimens. ➤ Measure their own heartbeats using their fingers. ➤ List the three types of blood vessels. ➤ Explain the functions of the blood vessels. ➤ Name the components of blood. ➤ Tell the functions of the components of blood. ➤ List the blood groups. ➤ Indicate the compatibility of the four blood groups. ➤ Explain the causes and prevention of anemia and hypertension. ➤ define micro-organism as an organism that can 	<ul style="list-style-type: none"> judges in the administration of justice. ➤ Explain the history of taxation in Ethiopia. ➤ Identify who should pay tax. ➤ Define citizenship and patriotism. ➤ Explain ways of getting Ethiopian citizenship. ➤ Describe the real meaning of patriotism under a democracy. ➤ Be dedicated citizens of Ethiopia. ➤ Explain the disreputable form of patriotism. ➤ Explain what a flag represents and its use for a country and its people. ➤ Describe the importance of objectivity in Ethiopian history. ➤ Explain the history of Ethiopia as the history of its nations, nationalities and peoples. ➤ Define common good. ➤ Explain the role of patriots in promoting the common good. ➤ Work to promote the common good. ➤ Describe the role of patriots in the fight against poverty. ➤ Fight against poverty and backwardness. ➤ Define what voluntarism means. ➤ Explain the role of voluntary activities in the development of society. ➤ Take part in voluntary activities. ➤ Define what responsibility is. ➤ Differentiate between personal and group responsibilities. 	<p>Ethiopia</p> <ul style="list-style-type: none"> ➤ Pronounce words with the past simple endings –d and –ed ➤ Play a game of Bingo ➤ Talk about your hobbies ➤ Listen to teenagers talking about their hobbies ➤ Match crafts with their picture ➤ Make sentences using do and make ➤ Read about an Art and Craft Club ➤ Talk about what you like doing in your free time ➤ Conduct a class survey of hobbies ➤ Use all/none/most (of)/a few (of) in sentences ➤ Use collocations (words that are always used together) ➤ Keep a diary about your hobbies ➤ Use adverbs of frequency ➤ Agree and disagree with others ➤ Play a card game related to hobbies ➤ Read an extract from a book ➤ Read an informal letter ➤ Read about how to be a successful student ➤ Discus how to increase your word power and how to remember things ➤ Talk about the food you like ➤ Classify food into food types ➤ Complete a food quiz ➤ Discus the meaning of some food proverbs ➤ Listen to a talk about nutrition ➤ Read about a healthy diet ➤ Talk about healthy and unhealthy food ➤ Write a leaflet about nutrition ➤ Read about the need for a balanced diet ➤ Classify foods in a food pyramid 	<p>of words</p> <ul style="list-style-type: none"> ➤ Organize your homework ➤ Complete a word search ➤ Talk about what you read every day ➤ Listen and classify different kinds of stories ➤ Increase your vocabulary about things you read ➤ Listen to a traditional story and identify the key elements ➤ Re-tell the story in your own words ➤ Practice using verbs followed by gerund + ing or infinitive + to ➤ Use reported speech ➤ Read some texts for enjoyment ➤ Use unreal conditional sentences ➤ Practice your pronunciation ➤ Write a story ➤ Practice some verb patterns ➤ Discuss the best way to learn and remember grammar ➤ Talk about plays you have seen or know ➤ Read two more texts ➤ Prepare a radio report of an event ➤ Revise reported speech ➤ Read and act a play ➤ Write a play ➤ Use the past perfect tense ➤ Complete a passage using past tense ➤ Practice some pronunciations ➤ Know the difference between formal and informal letter ➤ Think about reading more widely ➤ Take part in a punctuation auction ➤ Decide on what actions are right and what are wrong ➤ Listen to the story of an orphan
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<p>only be seen with the aid of a microscope</p> <ul style="list-style-type: none"> ➤ explain the uses and harms of micro-organisms ➤ describe the importance of vaccines ➤ describe how vaccines are produced ➤ describe the methods used to control micro-organisms ➤ explain the methods of growing micro-organisms ➤ show simple staining methods of micro-organisms ➤ explain the causes, symptoms, transmission and prevention of tapeworm, tuberculosis, malaria, and diarrhoea ➤ explain the causes, symptoms, transmission and prevention of syphilis, gonorrhoea and chancroid ➤ explain how medicines should be handled properly ➤ state the risks of depending on and taking self prescribed medicines ➤ use information on medicine packs and leaflets properly ➤ appreciate the role of traditional medicines ➤ show the local, national and global distribution of HIV and Aids using graphs and maps. ➤ explain the impacts of HIV and AIDS in the society ➤ demonstrate methods of giving care and support for PLWHA ➤ express willingness to give care and support to PLWHA ➤ describe the structures and functions of the lymphatic system ➤ explain how HIV affects the immune system ➤ explain the importance of VCT services ➤ express willingness to voluntarily participate in VCT services ➤ show willingness to conform to responsible sexual behaviour ➤ demonstrate assertiveness, decision making, and 	<ul style="list-style-type: none"> ➤ List sources of responsibilities. ➤ Execute your responsibilities. ➤ Describe the various responsibilities that an individual has. ➤ Uphold your responsibilities in every walk of life. ➤ Define what natural resources and historical and cultural heritage mean. ➤ Protect our natural resources and our historical and cultural heritages. ➤ Define HIV/ AIDS. ➤ Protect yourself from the pandemic of HIV/AIDS. ➤ Give the necessary support to HIV/AIDS victims. ➤ Define what is meant by work. ➤ Explain the purpose of work. ➤ Identify positive attitudes towards work. ➤ Describe the importance of work. ➤ Be industrious and have good work ethics. ➤ Explain the different economic systems. ➤ Describe work ethic. ➤ Act in an ethical way in your school and class activities. ➤ Define self-reliance. ➤ Explain aspects of self-reliance. ➤ Define dependency. ➤ Describe the bad effects of dependency. ➤ Fight the habits of dependency. ➤ Explain what decision making means. ➤ Make appropriate decisions as a 	<ul style="list-style-type: none"> ➤ Match food products and their labels ➤ Complete a food word search ➤ Complete a class survey about favorite foods ➤ Use wh questions ➤ Use the comparative and the superlative to make comparison ➤ Revise the use of adjectives and prepositions ➤ Take dictation about food items ➤ Join sentences using which and that ➤ Read an extract about oranges from a book ➤ Talk about things that have happened using past participles ➤ Pronunciation practices ➤ Use the first conditional tense ➤ Improve your spelling ➤ Increase your word power using homonyms ➤ Punctuate a paragraph ➤ Record parts of speech for vocabulary items ➤ Check your knowledge of HIV ➤ Listen to facts about HIV ➤ Take part in a discussion about AIDS ➤ Read about an AIDS victim ➤ Read a poem about death ➤ Express sympathy with someone ➤ Write sentences about Ethiopian statistics for HIV/AIDS ➤ Use the zero conditional tense ➤ Give advice to younger children about AIDS ➤ Use the modal verbs must, need, have to, don't have to ➤ Make a poster about AIDS 	<ul style="list-style-type: none"> ➤ Use modal verbs ➤ Use so and neither in conversations ➤ Distinguish between right and wrong actions ➤ Learn to apologize to someone ➤ Read an extract from The African Child ➤ Understand warning signs and labels ➤ Write a story involving warnings ➤ Use adverbs of character ➤ Discuss a situation involving a moral question ➤ Read a story about a young girl ➤ Use adverb of manner ➤ Revise the use of direct and indirect objects ➤ Write a letter to an 'agony aunt' ➤ Pronounce sentences with the correct word stress ➤ Read a poem about regret ➤ Increase your dictionary skills ➤ Check and correct mistakes in your work ➤ Order sentences to make a funny story ➤ Discuss the location of advertisements ➤ Listen to advertisements and match them to a product ➤ Express your opinion about products ➤ Use the question words who? and why? ➤ Use extreme adjectives ➤ Read some authentic advertisements ➤ Analyze vocabulary groups ➤ Write a TV or radio advertisement ➤ Compare adjectives and adverbs
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<p>problem solving skills as life skills that help them to prevent HIV</p> <ul style="list-style-type: none"> ➤ state the need for classification ➤ define species as a group of individuals able to breed successfully with one another ➤ describe the system of binomial nomenclature developed by Linnaeus ➤ explain how organisms are given scientific names ➤ write scientific names properly ➤ give examples of scientific names ➤ classify some common plants and animals including humans based on the classification groups ➤ list the characteristic features of kingdoms monera, protista and fungi ➤ give examples of kingdoms, monera, protista and fungi ➤ list the characteristic features for each division of kingdom plantae ➤ give examples for each division of kingdom plantae ➤ classify angiosperms into monocots and dicots ➤ list the characteristic features for each phylum of kingdom animalia ➤ give examples for each phylum of kingdom animalia ➤ group animals into vertebrates and invertebrates ➤ classify vertebrates into five classes ➤ explain the abiotic components of an ecosystem ➤ explain the biotic components of an ecosystem ➤ explain food chain using diagrams ➤ explain food web using diagrams ➤ explain pyramid of biomass using diagrams ➤ explain pyramid of energy using diagrams ➤ describe the carbon cycle ➤ illustrate the carbon cycle ➤ describe the nitrogen cycle ➤ illustrate the nitrogen cycle ➤ describe plant adaptations with examples 	<p>self-reliant person.</p> <ul style="list-style-type: none"> ➤ Define what saving is. ➤ Identify extravagant practices in Ethiopia. ➤ Avoid extravagant practices. ➤ Define what planning is. ➤ Describe how to live within your own means. ➤ Explain why it is important not to waste resources. ➤ Define wealth. ➤ Explain the importance of money. ➤ Describe the method(s) one should use to get money. ➤ Describe what community participation means. ➤ Participate in the affairs of your class, school and community. ➤ Define what civic societies/community organizations are. ➤ Explain the role of civic societies. ➤ Define what knowledge is. ➤ Explain the methods of acquiring knowledge. ➤ Describe the necessity of knowledge. ➤ Define what information is. ➤ Explain the purpose of information. ➤ Define what data is. ➤ Explain the purpose of reading. ➤ Describe the purpose of studying lessons. ➤ Describe how to study in a lesson. ➤ Explain what truth is. 	<ul style="list-style-type: none"> ➤ Discuss pictures showing teenage problems ➤ Write a story about one of these pictures ➤ Classify words according to their parts of speech ➤ Read a leaflet about HIV/AIDS ➤ Write a leaflet about HIV/AIDS ➤ Read and act a radio interview about AIDS ➤ Use direct and indirect questions ➤ Use the modal verbs mustn't, don't have to, shouldn't and can ➤ Learn more words about AIDS and HIV ➤ Discuss your reading goals ➤ Learn some tips for practicing listening ➤ Discuss the media ➤ Learn words connected with the media ➤ Listen and match descriptions of famous people ➤ Match text and pictures of famous people, and talk about them ➤ Write a biography of a famous person ➤ Make comparison ➤ Read about the media in Ethiopia ➤ Express your opinion ➤ Join phrases to make complete sentences ➤ Write an essay introduction ➤ Play a game about fake biographies ➤ Classify media words ➤ Discuss a television schedule ➤ Listen to an interview about Tilahun Gessesse and answer questions about it ➤ Use some synonyms and antonyms 	<p>using modifiers</p> <ul style="list-style-type: none"> ➤ Analyze advertisements ➤ Practice pronouncing of comparative and superlative adjectives ➤ Listen to a talk about what makes a successful advertisement ➤ Decide on what is fact and what is opinion ➤ Read about the advantages and disadvantages of advertising ➤ Guess the meaning of unknown words ➤ Use adverbs of degree ➤ Learn about indefinite pronouns ➤ Learn expressions for illustrating a point ➤ Revise using so and such ➤ Design an advertising poster ➤ Read a poem ➤ Write a description of a local market ➤ Discuss your strategies for learning grammar ➤ Enjoy a brainteaser ➤ Discuss some consequences of smoking, alcohol abuse and taking drug ➤ Read a passage about drug abuse ➤ Listen to a story about a drug addict ➤ Discuss drug taking and complete mind map ➤ Write a sketch about saying 'NO' to drug ➤ Prepare a talk about the dangers of taking drugs ➤ Learn about modal verbs ➤ Learn about how to discuss problems
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<ul style="list-style-type: none"> ➤ describe animal adaptations with examples ➤ explain the importance of planting and growing trees ➤ plant and grow trees ➤ express willingness to voluntarily participate in community tree planting and growing activities 	<ul style="list-style-type: none"> ➤ Adhere to truth not falsehood. 	<ul style="list-style-type: none"> ➤ Use the present perfect tense 	<ul style="list-style-type: none"> ➤ Use a dictionary to increase your word power
<p>Grade 10</p>	<p>Grade 10</p>	<ul style="list-style-type: none"> ➤ Report what someone has said 	<ul style="list-style-type: none"> ➤ Write about the drug situation in Ethiopia
<ul style="list-style-type: none"> ➤ define biotechnology as the use of micro-organisms for industrial production ➤ discuss the significance of biotechnology ➤ explain how biotechnology has been in use traditionally ➤ identify areas where biotechnology is applied at present ➤ define mitosis as division of somatic cells ➤ describe the stages of mitosis ➤ define meiosis as division of sex cells ➤ describe the stages of meiosis ➤ compare mitosis and meiosis ➤ explain the works of Mendel on garden peas ➤ relate Mendel's work to the principle of inheritance ➤ illustrate Mendelian inheritance ➤ demonstrate the principle of inheritance using beads ➤ define chromosome as structures in a cell consisting of genes and genetic material ➤ define DNA as the genetic material contained in the nucleus ➤ define genes as a unit of hereditary material located in the chromosome ➤ describe the structure of chromosomes ➤ describe the components of DNA ➤ describe the methods of breeding ➤ explain the importance of breeding for the society ➤ give examples for breeding from their own experience 	<ul style="list-style-type: none"> ➤ Describe the main principles and values of a democratic system. ➤ Participate in the democratic process of your country within the limit of your capacity. ➤ Describe the interdependence between democratic and human rights. ➤ Explain why it is sometimes necessary to limit rights. ➤ Defend your human and democratic rights. ➤ State what your obligations are as citizens of this country. ➤ Explain the importance of tolerance of diversity. ➤ Describe the implications of tolerance of diversity for a multicultural country like Ethiopia. ➤ Be tolerant of cultural differences. ➤ Explain the history of state formation in Ethiopia. ➤ Describe the kind of governments that existed in Ethiopia until 1991. ➤ Explain the struggle that Ethiopian people had against autocratic governments. ➤ Explain the transition to democracy and its contribution to transparency and accountability. ➤ Explain the political status of 	<ul style="list-style-type: none"> ➤ Read about the advantages and disadvantages of radio and television ➤ Pronounce words with a different number of syllables ➤ Read and contrast two biographies ➤ Learn a spelling rule ➤ Classify associated words ➤ Answer questions about cities of the world ➤ Increase your vocabulary about cities ➤ Listen and match facts about three cities to their photographs ➤ Compare cities ➤ Express another point of view ➤ Write about where you live ➤ Use linking words to join sentences ➤ Use the correct sentence stress when speaking ➤ Read a poem about an old man ➤ Discuss the difference between Ethiopia past and present ➤ Listen to a passage about living in Addis Ababa ➤ Write a letter to a newspaper ➤ Talk about the future using will ➤ Express your opinion about the future ➤ Predict the endings of two texts ➤ Use the passive tense ➤ Read about cities of the future ➤ Use comparative and superlative adjectives ➤ Revise the use of adjectives and adverbs ➤ Use your study skills for learning 	<ul style="list-style-type: none"> ➤ Read a drug abuse advice leaflet ➤ Role play a conversation about a drug problem ➤ Read a story about dealing with a drug dealer ➤ Talk about cause and effect ➤ Hold a debate about harmful substances ➤ Use the past simple passive tense ➤ Talk about graphs ➤ Interpret bar graphs of drug use ➤ Use data from a graph to prepare a report on the use of khat in Ethiopia ➤ Revise zero conditional and modal verbs ➤ Revise expressions of quantity ➤ Read about drug use world wide ➤ Discuss the causes of natural disaster ➤ Listen to a text about flooding in Bangladesh ➤ Talk about a natural disaster ➤ Use adjectives with so ... and such ... ➤ Read a report about an earthquake in Chili ➤ Write a summary of a news report ➤ Use prepositions of time ➤ Make notes to help understand and remember what you read ➤ Expand your notes into a summary ➤ Use collocations and word patterns ➤ Take part in a general knowledge quiz ➤ Discuss photos of natural disaster

<ul style="list-style-type: none"> ➤ name parts of the nervous system ➤ explain how the brain is protected ➤ compare functions of fore, mid, and hind brain ➤ list the three types of neurons ➤ indicate the structures of neurons ➤ explain the functions of structures of neurons ➤ explain nerve impulse ➤ explain synapses and neurotransmitters ➤ define reflex action as a sudden, automatic and uncontrolled response of parts of the body or the whole body to external stimuli ➤ give examples of reflex action ➤ explain reflex arc ➤ state the two types of reflexes ➤ compare the two types of reflexes ➤ demonstrate simple reflex actions ➤ Explain the harmful effects of drug abuse ➤ Give examples of drugs abused in their locality ➤ Express willingness to conform to a drug free lifestyle ➤ label the structures of the human eye ➤ state the functions of the structure of the eye ➤ show the structures of the eye using sheep/cow eye ➤ describe accommodation ➤ describe image formation ➤ determine the blind spot with a simple activity ➤ list common eye defects in humans ➤ explain causes of common eye defects in humans ➤ explain corrective measures of common eye defects in humans ➤ label the structures of the human ear ➤ describe the functions of the structures of the ear ➤ explain how balance is maintained by the inner ear ➤ name the taste areas of the tongue ➤ conduct an experiment to prove that the actual taste of food is a mixture of taste and smell ➤ draw and label the smelling organ 	<p>the federal and regional states of Ethiopia.</p> <ul style="list-style-type: none"> ➤ Describe the structure set up to avoid the abuse of power by the government. ➤ List the instruments which are in place to safeguard the rights of citizens in Ethiopia. ➤ Explain the importance of international conventions and agreements in guiding foreign relations. ➤ Describe one of the main purposes of Ethiopia's foreign relations in promoting the development of the country. ➤ Define the major purpose of a constitution. ➤ Explain how constitutions have been drafted in Ethiopia. ➤ Explain the importance of rule of law in governing human relations. ➤ Describe the sources of rule of law. ➤ Explain the different types of law. ➤ Describe that rule of law serves to limit the power of the government. ➤ Abide by the rule of law yourself. ➤ Describe the consequences of breakdown of rule of law. ➤ Explain the ways in which corruption occurs with the breakdown of the rule of law. ➤ Describe how to struggle against corruption within your capacity. ➤ Explain the new dimensions of 	<p>new words</p> <ul style="list-style-type: none"> ➤ Answer a few riddles ➤ Find out about the work of an entrepreneur ➤ Listen to a text about the importance of money ➤ Read about a successful business enterprise ➤ Learn words for money and finance ➤ Read about opening a bank account ➤ Write definitions for words to do with banking ➤ Play a game to match currencies with their countries ➤ Role play a dialogue in a bank ➤ Use verb patterns correctly ➤ Decide what is fact and what is opinion in an article ➤ Hold a group discussion ➤ Learn about essay conclusions ➤ Listen to an interview with a famous Ethiopian entrepreneur ➤ Express surprise at unexpected news ➤ Use if sentences for things which are very unlikely, unreal or impossible ➤ Discuss what you would do if you won the lottery ➤ Read about a lottery winner ➤ Write a summary ➤ Hold a spelling auction ➤ Read about and compare three African countries ➤ Use the qualifiers many, much, few, a little ➤ Learn about homonyms ➤ Find banking words in a word search 	<ul style="list-style-type: none"> ➤ Read about flooding in Ethiopia ➤ Revise using anywhere, something, no one, everybody ➤ Revise active and passive verbs ➤ Classify words you know and don't know ➤ Write a summary of a news report ➤ Plan and write a guided essay ➤ Analyze and write a formal letter ➤ Read a poem about a sudden storm ➤ Set yourself a vocabulary target ➤ Make words from a word square ➤ Discuss your own education ➤ Listen to a passage on education in Ethiopia ➤ Discuss educational statistics ➤ Discuss some important educational topics ➤ Practice using if sentences ➤ Read a history of modern education in Ethiopia ➤ Complete a vocabulary network relating to education ➤ Discuss health issues ➤ Write a formal letter to the Ministry of Education ➤ Use appropriate language to express your wishes ➤ Compare two pictures and spot the difference ➤ Talk about your wishes ➤ Use the structure verb or adjective + preposition ➤ Practice sentences with a falling intonation ➤ Sort out jigsaw reading about two Ethiopian children ➤ Revise the article a, an and the ➤ Complete a passage with the verb in the correct tense
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<ul style="list-style-type: none"> ➤ draw and label the structure of the skin ➤ define glands as structures that produce hormones or other secretions ➤ distinguish between exocrine and endocrine glands ➤ locate the position of endocrine glands ➤ describe the function of each endocrine gland ➤ state the cause of goiter ➤ state the treatment of goiter ➤ state the cause of diabetes mellitus ➤ state the treatment of diabetes mellitus ➤ describe the menstrual cycle and the associated changes ➤ list birth control methods ➤ explain how each birth control method works ➤ describe female genital mutilation as a harmful traditional practice ➤ mention common symptoms of AIDS ➤ describe the incubation period of HIV ➤ explain how AIDS is currently treated ➤ demonstrate life skills that help them prevent HIV ➤ define homeostasis as maintenance of constant internal environment ➤ explain the significance of homeostasis ➤ define poikilotherms as organisms whose body temperature is governed by the external temperature ➤ define homoiotherms as organisms with constant body temperature ➤ compare poikilotherms and homoiotherms ➤ explain the physiological methods of temperature regulation in homoiotherms ➤ explain the behavioral methods of temperature regulation in homoiotherms ➤ label the structures of kidney ➤ state the functions of the structures of kidney ➤ show the structures of kidney on a diagram or model ➤ explain how the kidney regulates water and 	<p>equality after the transition to democracy in Ethiopia.</p> <ul style="list-style-type: none"> ➤ Explain the effects of the existence of equality among the citizens of Ethiopia. ➤ Describe the importance of gender equality. ➤ Explain the constitutional response to gender equality in Ethiopia. ➤ Respect gender equality. ➤ Explain what is meant by equality of cultures. ➤ Describe the effects of lack of justice. ➤ Explain how to react to acts of injustice. ➤ Explain the importance of the fair distribution of social services. ➤ Differentiate the various categories of justice. ➤ Explain the organization, structure and functions of courts under the different political systems of Ethiopia. ➤ Identify the types of taxes collected in Ethiopia. ➤ Explain the principles of taxation. ➤ List what is required to make people feel patriotic. ➤ Respect the equality of citizens. ➤ Respect the national flag. ➤ Define what the common good or public interest means. ➤ Defend the common good. ➤ Explain the duties of a patriot apart from that of defending Ethiopian territory. 	<ul style="list-style-type: none"> ➤ Discuss traditional Ethiopian festivals ➤ Listen to a talk about folk dancing ➤ Speculate on the probable or possible ➤ Describe traditional objects ➤ Discuss Ethiopian culture and tradition ➤ Use sequencing words to join sentences ➤ Use adverbs of manner ➤ Use the time expressions during, while, for ➤ Express your opinion ➤ Take part in a debate ➤ Increase your knowledge of festival words ➤ Read about a festival in Ghana ➤ Write an informal letter ➤ Pronounce the vowels fill, feel, file ➤ Revise your vocabulary for parts of the body ➤ Recite a Ghanaian poem ➤ Ask for clarification of the meaning of something ➤ Read about three different traditions ➤ Use regular and irregular adverbs ➤ Use ago to express an indefinite point in time ➤ Write and complete a paragraph ➤ Use the linking words and and but ➤ Write about an Ethiopian tradition ➤ Play a game to revise preposition ➤ Discuss vocabulary strategies ➤ Discuss your speaking skills ➤ Discuss what you know about current affairs ➤ Listen to a report about a robbery from a jeweler's shop 	<ul style="list-style-type: none"> ➤ Use too and enough correctly ➤ Revise state verbs ➤ Complete a puzzle about words in a square ➤ Answer a questionnaire about seas and rivers ➤ Listen to a talk on the Rift Valley Lakes ➤ Ask questions about fishing ➤ Role-play an interview about fishing ➤ Take part in a guessing game ➤ Identify and use place names ➤ Read about rivers of the world ➤ Use different verb patterns ➤ Write about the water cycle ➤ Write a story to describe a river ➤ Identify and label pictures connected with the sea ➤ Add prefixes and suffixes to words ➤ Listen to a text about the Titanic ➤ Read a story about a shipwreck ➤ Add prefixes and suffixes to words ➤ Read a poem about coastal erosion ➤ Set yourself a vocabulary target ➤ Improve your listening skills ➤ Complete a puzzle about words ➤ Identify different energy sources ➤ Listen to a text about different forms of energy ➤ Discuss how to solve the energy crisis ➤ Use that or which at the beginning of a relative clause ➤ Make comparisons ➤ Use the present simple passive tense ➤ Play a game for connecting two ideas together ➤ Read a passage about harnessing
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<p>ionic balance</p> <ul style="list-style-type: none"> ➤ tell how the skin helps in water and salt balance ➤ explain the role of the liver in regulation ➤ label the internal structures of leaves ➤ explain the functions of the internal structures of leaves ➤ use the microscope to study internal structures of leaves ➤ state the importance of light for photosynthesis ➤ state the importance of chlorophyll for photosynthesis ➤ demonstrate the importance of CO₂, chlorophyll and light for photosynthesis with simple experiments ➤ state that it is through photosynthesis that the ultimate source of energy is tapped and converted to chemical energy available to life ➤ appreciate that a great deal of food manufacture takes place by photosynthesis in water bodies ➤ assert that humans should strive to make use of photosynthesis that takes place in water bodies ➤ explain how photosynthesis helps to balance the concentration of O₂ and CO₂ ➤ explain how deforestation may lead to CO₂ build up in the atmosphere and finally to global warming ➤ explain water uptake by roots ➤ explain the mechanism of water movement in plants ➤ describe transpiration and the factors affecting it ➤ discuss the implications of transpiration in agriculture ➤ explain the mechanism of uptake of mineral salts through roots ➤ describe the movement of organic materials in the phloem ➤ demonstrate the processes of germination in dicots and monocots ➤ list plant hormones ➤ state the functions of plant hormones 	<ul style="list-style-type: none"> ➤ Be patriotic. ➤ Explain the causes and effects of poverty. ➤ Describe how citizens can help to reduce poverty. ➤ Explain what voluntarism means. ➤ Commit to giving voluntary services to your community. ➤ Explain what the duty of a citizen should be. ➤ Describe how to carry out your responsibilities. ➤ Describe your personal responsibilities. ➤ Describe organizational responsibilities. ➤ Describe what your national responsibilities are. ➤ Be responsible for your actions. ➤ Explain the role of citizens in protecting natural resources and our cultural heritage. ➤ Describe the economic importance of natural resources and our cultural heritage. ➤ Contribute to the protection of our natural resources and cultural heritages. ➤ Explain the responsibilities of citizens to combat HIV/AIDS. ➤ Describe the impact of HIV/AIDS. ➤ Help to combat HIV/AIDS. ➤ Describe the rewards and satisfaction which we get from work. ➤ Describe what qualities are essential for work. ➤ Explain the effects of absence of 	<ul style="list-style-type: none"> ➤ Agree, disagree and give your opinions about a topic ➤ Use all, every, no, none, both, neither, either ➤ Pronounce words related to newspapers and magazines ➤ Re-arrange sentences to write a paragraph about a bank robbery ➤ Read an article about newspaper ➤ Use the correct word stress ➤ Play a game of Bingo ➤ Read and match newspaper headlines and reports ➤ Identify facts from opinions ➤ Read about the Haiti earthquake ➤ Design and write a school newspaper ➤ Conduct an interview by a newspaper reporter ➤ Write a letter to a newspaper ➤ Revise the use of have ➤ Develop your dictionary skills ➤ Read and enjoy a poem ➤ Name and classify various animals ➤ Match animal words and pictures ➤ Listen and complete a chart about animals ➤ Talk with your partner about your favorite animal ➤ Use the past continuous tense ➤ Use the present perfect tense ➤ Use a, an and the correctly ➤ Use some animal expressions to compare things and people ➤ Read about endangered animals ➤ Use conjunctions to express cause and effect ➤ Discuss some endangered animals in Ethiopia ➤ Write a description of an animal 	<p>the power of the sun</p> <ul style="list-style-type: none"> ➤ Write a report on the uses of energy ➤ Use make and do correctly ➤ Talk about different kinds of energy sources ➤ Discuss alternative sources of power ➤ Read about potential and kinetic energy ➤ Complete a passage about energy sources ➤ Complete a vocabulary network for energy ➤ Practice using too and enough ➤ Write instructions on how to do something ➤ Practice using the passive tense ➤ Use the conditional tense with will ➤ Learn some different collocations of get ➤ Solve an energy word search ➤ Discuss how you would apply for a job ➤ Listen to advice when applying for a job ➤ Talk about your plans for the future ➤ Analyze your achievement ➤ Draw up a CV for someone ➤ Read some job advertisements ➤ Read some letters of application for a job ➤ Write your own CV ➤ Write a letter of application for a job ➤ Use for and since correctly ➤ Complete a vocabulary network about jobs ➤ Write a description of job
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<ul style="list-style-type: none"> ➤ outline the mechanism of action of auxins ➤ explain the effect of removing apical dominance on plant growth ➤ demonstrate how sunlight influences plant growth ➤ name the different types of tropisms in plants ➤ explain the processes of tropism ➤ define natural resource as anything natural that is useful ➤ classify natural resources into renewable and non-renewable resources ➤ define renewable resources as mainly living things and their products that can be used, re-used and replaced ➤ define non-renewable resources as those that are not living and cannot be replaced ➤ define conservation as the protection and preservation of our natural environment ➤ define biodiversity as wealth of species in a given place ➤ Explain the importance of conserving biodiversity ➤ Summarize the general methods of conserving biodiversity. ➤ state the uses of vegetation ➤ describe the impacts of humans on vegetation ➤ list some endemic vegetation species of Ethiopia ➤ discuss methods of conservation of vegetation ➤ narrate how Ethiopian vegetation was affected in history ➤ state the uses of wildlife ➤ describe the impacts of humans on wildlife ➤ list some endemic wildlife species of Ethiopia ➤ discuss methods of conservation of wildlife ➤ list the national parks of Ethiopia ➤ mention some of the common species of wild life that exist in each national park ➤ explain the causes of air pollution ➤ explain the effects of air pollution ➤ define global warming as the increase in the 	<p>good working habits on personal and national development.</p> <ul style="list-style-type: none"> ➤ Explain the importance of a sound economic system for development. ➤ Describe the positive and negative sides of globalization in general. ➤ Describe the imperative of improving skills in order not to be left behind. ➤ Explain factors that manifest self-reliance. ➤ Be a self-reliant citizen. ➤ List the characteristics of a dependent person. ➤ Explain how a self-reliant person makes decisions. ➤ Explain how traditional practices can have a negative effect on saving in Ethiopia. ➤ Explain why it is important not to be extravagant. ➤ Plan a budget and be economical. ➤ Describe the importance of planning your saving so that you can lead a successful life. ➤ Plan your life. ➤ Describe the difference between 'job' and 'career'. ➤ Describe the importance of making a contribution to the political life of your community/country. ➤ Contribute to community life. ➤ State the different types of civic societies. ➤ Describe the role of civic societies in democratic and 	<ul style="list-style-type: none"> ➤ Listen to a story about how the elephant got its trunk ➤ Use expressions of quantity ➤ Read an animal fable ➤ Write about an endangered animal ➤ Use the correct stress in sentences ➤ Take part in a group discussion ➤ Read and act a poem ➤ Revise past tense verb forms ➤ Revise verb contractions ➤ Evaluate your speaking and writing skills ➤ Do a word puzzle ➤ Answer questions about disability ➤ Listen to an orphan's story and answer questions on it ➤ Discuss discrimination in a group ➤ Ask questions about a disability ➤ Discuss how you can help the disabled ➤ Write a guided essay about disability and discrimination ➤ Use the present perfect continuous tense with for and since ➤ Listen to a story about a disability ➤ Pronounce polysyllabic words ➤ Choose a topic and write an outline about it ➤ Revise using the article a, an and the ➤ Revise the demonstrative there is/ there are ➤ Listen to an interview with a disabled person ➤ Read an autobiographical account of someone living with AIDS ➤ Read and discuss some traditional sayings ➤ Express purpose using to, so as to, in order to, so that, for 	<ul style="list-style-type: none"> ➤ Listen to advice about how to behave in an interview ➤ Listen and answer some interview questions ➤ Role-play an interview ➤ Learn some sentence patterns involving adjectives ➤ Take part in a group role-play about an interview ➤ Write a guided essay ➤ Improve your study skills ➤ Hold mini-conversation ➤ Use discourse markers to complete a story ➤ Read a poem ➤ Play a guessing game ➤ Discuss what makes you happy and what makes you sad ➤ Listen to a description of two African weddings ➤ Describe pictures of different ceremonies ➤ Discuss the secret of a good marriage ➤ Use the passive tense ➤ Discuss relationships and cultural differences ➤ Read about ceremonies around the world ➤ Write a description of a ceremony ➤ Use to get in a number of patterns ➤ Use appropriate expressions for congratulating, inviting, expressing sympathy ➤ Role-play some short dialogues ➤ Listen to a dialogue between two grandmothers ➤ Talk about ceremonies ➤ Make generalizations and exceptions
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<p>amount of carbon(IV) oxide in the atmosphere trapping heat and increasing the atmospheric temperature</p> <ul style="list-style-type: none"> ➤ state the causes of global warming ➤ explain the methods of prevention of global warming 	<p>undemocratic countries.</p> <ul style="list-style-type: none"> ➤ Explain the relationship between knowledge and wisdom. ➤ Describe the three forms of knowledge. ➤ Describe the different sources of information. ➤ Explain what is meant by the skill of using information. ➤ Describe how data is collected. ➤ Explain how to acquire knowledge through reading. ➤ Be better readers. ➤ Describe the importance of truth. 	<ul style="list-style-type: none"> ➤ Read about the developing help for special needs in Ethiopia ➤ Learn about linking words or discourse markers in your writing ➤ Write about how a disabled person feels ➤ Read a poem expressing longing ➤ Take part in a research and report on local disability ➤ Revise quantities – too much, too many, enough ➤ Complete a self-assessment task ➤ Enjoy some riddles 	<ul style="list-style-type: none"> ➤ Read three poems ➤ Use the word even correctly ➤ Revise the present perfect and past simple tenses ➤ Use different past tenses ➤ Write a letter to a friend ➤ Discuss the learning strategies you have used this year ➤ Complete a number puzzle
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